

SCHOOL OF NURSING 1976-1978

University of Maryland
at Baltimore

FOR ADDITIONAL INFORMATION

UNIVERSITY OF MARYLAND AT BALTIMORE (UMAB)

<i>Program Information</i>	Office of Dean School of Nursing, University of Maryland 655 W. Lombard Street, Baltimore 21201
<i>Undergraduate</i>	528-6282 528-7503
<i>Graduate</i>	528-6711 or 12
<i>Admissions or registration</i> (upper division students only)	Office of Admissions and Registrations University of Maryland Howard Hall, Room 132 660 W. Redwood Street, Baltimore 21201

UNIVERSITY OF MARYLAND AT COLLEGE PARK (UMCP)

<i>Program Information</i>	Room 209, Turner Laboratory, College Park 20742
<i>Admissions or registration</i>	Office of Admissions and Registrations University of Maryland North Administration Building College Park 20742

UNIVERSITY OF MARYLAND—BALTIMORE COUNTY (UMBC)

<i>Admissions or registration</i>	Office of Admissions and Registrations UMBC 5401 Wilkens Avenue, Baltimore 21228
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UNIVERSITY OF MARYLAND—EASTERN SHORE (UMES)

<i>Admissions or registration</i>	Office of Admissions and Registrations University of Maryland—Eastern Shore Princess Anne, Md. 21853
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The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the institution's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interests of the university community, that person may be required to withdraw from the university.

University of Maryland School of Nursing Assessment Form

Lower Division Requirements	Credit	Credit Earned	Grade	Q.P.	School	Years Taken
English Composition	3					
Chemistry with Laboratory (including organic content)	6-8					
Human Anatomy and Physiology with Laboratory	6-8					
Microbiology (with laboratory)	4					
Social Sciences (12 cr. - includes sociology, psychology, anthro- pology, political science, eco- nomics, geography) One course <u>must</u> be in sociology and one <u>must</u> be psychology	3					
	3					
	3					
	3					
Humanities (15 cr.) Need courses from at least 3 of the following areas: Literature, language, fine arts, history, philosophy, mathematics	3					
	3					
	3					
	3					
	3					
Nutrition	3					
Admission G.P.A.						
Electives						
Matriculation G.P.A.						

Rules* for Completing the Assessment Form

1. Human anatomy and physiology, chemistry and microbiology must be courses taken by students who plan to or could use them as credits toward a major in these areas. In other words, they cannot be terminal courses for non-majors; i.e., students majoring in nursing, physical education, etc. (An exception to this policy is made for students attending UMBC.)
2. Required natural science courses (chemistry, microbiology and human anatomy and physiology) must include laboratory experience.
3. Courses in religion will be accepted in transfer when they have been taught within a framework which oversteps specific sectarian concerns and/or dogma. Religion courses whose content is exclusively/primarily limited to sectarian dogma will not be accepted in transfer.
4. Basic nutrition must be a course with prerequisites of organic chemistry and anatomy.
5. Humanities credit will be given one "studio" course in the fine arts; i.e., class in piano, painting, etc.) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).
6. "D's" are not transferable for anatomy and physiology and microbiology from either in-state or out-of-state institutions.
7. "D's" are not transferable from out-of-state public or private institutions or from private colleges within the State of Maryland.
8. Courses taken on a Pass/Fail basis may be used for elective credits only.
9. Credits earned in courses titled Human Growth and Development are not applicable toward preprofessional course requirements. (This content is taught within the School of Nursing (Junior Year).
10. Remedial and/or repetitive courses are not applicable for credit.
11. Nursing courses are not transferable. (These are taught in the junior-senior years).
12. Only a total of 64 applicable credits are transferable and the admission screening g.p.a. is based on the applicable credits which are transferable (excluding elective credits).

*In addition to the Rules found on pages 31, 32, and 33 of the Bulletin.

Students Seeking A Baccalaureate Degree In Nursing Only!!!

ATTENTION! ATTENTION! ATTENTION!!! ATTENTION! ATTENTION!

For admission consideration to the University of Maryland School of Nursing for the Class of 1978 an applicant* must have the results of the Allied Health Professions Admission Test submitted to the Office of Admissions and Progressions located at 655 West Lombard Street, Baltimore, Maryland 21201 by March 1, 1978.

The 1977/78 testing dates are November 19, 1977 and January 21, 1978. Write the Psychological Corporation for an application and brochure. The brochure will provide you with information on cost, testing dates, testing sites and the deadline date for submitting the application to the Psychological Corporation.


The address of the Psychological Corporation is as follows:

ALLIED HEALTH PROFESSIONS ADMISSION TEST
The Psychological Corporation
304 E. 45th Street
New York, New York 10017

Telephone number: (212) 888-3221

*THIS NOTICE DOES NOT APPLY TO A PERSON WHO HAS AN R.N. DIPLOMA
OR AN ASSOCIATE DEGREE IN NURSING.

MAH/vh
7/21/77



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**SCHOOL OF
NURSING
1976-78**

UNIVERSITY OF MARYLAND
AT BALTIMORE



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ADMINISTRATION



ADMINISTRATION

BOARD OF REGENTS

Dr. B. Herbert Brown, *Chairman*, 1979
Mr. Hugh A. McMullen, *Vice Chairman*, 1980
Dr. Samuel H. Hoover, *Secretary*, 1977
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Mr. Gerard F. (Gary) Miles, 1977
Mr. A. Paul Moss, 1978
Mr. Peter F. O'Malley, 1980
The Hon. Joseph D. Tydings, 1979

UNIVERSITY OF MARYLAND CENTRAL ADMINISTRATION

President

Wilson H. Elkins, B.A., University of Texas, 1932; M.A., 1932; B.Litt., Oxford University, 1936; D.Phil., 1936.

Vice President for Academic Affairs

R. Lee Hornbake, B.S., California State College, Pennsylvania, 1934; M.A., Ohio State University, 1936; Ph.D., 1942.

Vice President for General Administration

Donald W. O'Connell, B.A., Columbia University, 1937; M.A., 1938; Ph.D., 1953.

Vice President for Graduate Studies and Research

Michael J. Pelczar Jr., B.S., University of Maryland, 1936; M.S., 1938; Ph.D., State University of Iowa, 1941.

Vice President for Agricultural Affairs and Legislative Relations

Frank L. Bentz Jr., B.S., University of Maryland, 1942; Ph.D., 1952.

Assistant to the President for University Relations

Robert A. Beach, A.B., Baldwin-Wallace College, 1950; M.S., Boston University, 1954.

Vice President for Development

Robert G. Smith, B.S., State University of New York at Geneseo, 1952; M.A., Ohio University, 1956.

UMAB PRINCIPAL ACADEMIC OFFICERS

Dean, Dental School

Errol L. Reese, B.S., Fairmount State College, 1960; M.S., University of Detroit, 1968; D.D.S., University of West Virginia, 1963.

Dean, School of Law

Michael J. Kelly, B.S., Princeton University, 1959; Ph.D., Cambridge University, 1964; LL.B., Yale Law School, 1967.

Dean, School of Medicine

John M. Dennis, B.S., University of Maryland, 1943; M.D., 1945.

Dean, School of Nursing

Marion I. Murphy, B.S., University of Minnesota, 1936; M.P.H., University of Michigan, 1946; Ph.D., 1959.

Dean, School of Pharmacy and Dean, Graduate Studies and Research

William J. Kinnard Jr., B.S., University of Pittsburgh, 1953; M.S., 1955; Ph.D., Purdue University, 1957.

Dean, School of Social Work and Community Planning

Daniel Thursz, B.A., Queens College, 1949; M.S.W., Catholic University, 1955; D.S.W., 1959.

UNIVERSITY OF MARYLAND AT BALTIMORE

Chancellor

Albin O. Kuhn, B.S., University of Maryland, 1938; M.S., 1939; Ph.D., 1948.

Vice Chancellor for Health Affairs

John M. Dennis, B.S., University of Maryland, 1943; M.D., 1945.

Assistant to the Chancellor

W. Jackson Stenger, B.A., Washington College, 1949; M.A., Georgetown University, 1959; Ph.D., 1965.

Assistant to the Chancellor

Roy Borom, B.A., Wooster College, 1959; M.S.S.A., Western Reserve University School of Applied Social Sciences, 1951.

Director of Admissions and Registrations

Wayne A. Smith, B.S., University of Maryland, 1962.

Director of Business Services

Robert C. Brown, B.A., University of Maryland, 1963.

Director of Computer Services

Frederick Straughn, B.S., University of Baltimore, 1963; M.B.A., Loyola College, Baltimore, 1975.

Director of Personnel

Ronald J. Baril, B.S.Ed., Bridgewater State College, Massachusetts, 1965.

Director of Student Financial Aid

James F. Forsyth, B.A., University of Connecticut, 1966; M.A., University of Michigan, 1968.

Director of Physical Plant

Robert L. Walton, B.S., University of Maryland, 1938.

Director of Student Health Service

Wilfred H. Townshend, B.A., Johns Hopkins University, 1936; M.D., University of Maryland, 1940.

Director of University of Maryland Hospital

G. Bruce McFadden, B.S., Virginia Polytechnic Institute, 1957; M.H.A., Medical College of Virginia, 1961.

Director, University Relations

Walter T. Brown, B.S., University of Maryland, 1964; M.S., American University, 1970.

SCHOOL OF NURSING ADMINISTRATION

- Marion I. Murphy, Dean and Professor of Nursing
B.S., University of Minnesota, 1936; M.P.H., University of Michigan, 1946; Ph.D., 1959; (RN)
- Frieda M. Holt, Associate Dean for Graduate Studies and Associate Professor
B.S., University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973; (RN)
- Associate Dean for Undergraduate Studies (*Information not available at time of printing*)
- Hazel Johnson, Assistant Dean and Assistant Professor; Director, Walter Reed Army Institute of Nursing
B.S., Villanova University, Pennsylvania, 1959; M.S., Teachers College, Columbia University, 1963; Ph.D., Catholic University of America, 1976; (RN)
- Shirley L. Hale, Assistant Dean and Associate Professor; Coordinator, Mercy Center
B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960; Ph.D., 1974; (RN)
- Malissa Harkleroad, Assistant Dean, Undergraduate Admissions and Progression and Associate Professor
B.S.N., Medical College of Virginia, 1956; M.S.N., University of North Carolina, 1961; Ph.D., Catholic University of America, 1973; (RN)
- Rosetta Sands, Assistant Dean, Undergraduate Curriculum and Assistant Professor
B.S., University of Maryland, 1966; M.S., 1970; (RN)
- Rachel Z. Booth, Chairperson, Primary Health Care and Assistant Professor
B.S., University of Maryland, 1968; M.S., 1970; (RN)
- Hazle Blakeney, Chairperson, Career Development and Professor
B.S., Kansas State College, 1946; M.A., Teacher's College, Columbia University, 1953; Ed.D., 1967; (RN)
- Chairperson, Psychiatric Nursing (*Information not available at time of printing*)
- Betty Shubkagel, Chairperson, Medical and Surgical Nursing and Associate Professor
B.S., University of Maryland, 1954; M.N.Ed., Emory University, 1957; Ph.D., University of Maryland, 1976; (RN)
- Mary V. Neal, Chairperson, Maternal-Child Nursing and Professor
B.S., University of Maryland, 1949; M.Litt., University of Pittsburgh, 1952; Ph.D., New York University, 1968; (RN)
- M. Virginia Ruth, Chairperson, Community Health Nursing and Associate Professor
B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr.P.H., Johns Hopkins University, 1976; (RN)
- Sonya R. Shelley, Director of Center for Research and Evaluation and Associate Professor
B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1974
- Helen R. Kohler, Director, Special Outreach Project and Associate Professor
B.S., University of Pennsylvania, 1960; M.S., University of Minnesota, 1962; Ph.D., University of North Carolina, 1974; (RN)
- Frances P. Koonz, Director of Continuing Education and Assistant Professor
B.S., Seton Hall University, 1954; M.S., Catholic University of America, 1961; (RN)
- Ann P. Morgan, Coordinator, Orientation and Faculty Development, and Assistant Professor
B.S.N., Catholic University of America, 1960; M.S.N., 1971; (RN)

NURSES' ALUMNI ASSOCIATION

Officers for 1976-77

Verna Zang Martin	President
Susan Wilson Batzer	First Vice President
Eleanor Harrison Greentree	Second Vice President
Jean Warfield Donnelly	Secretary
Sara Whiting	Treasurer

Board of Directors

Doris Alt Heaver
Linda Williams
Ruth Busch Lovett
Alice S. Ottavi



CALENDAR



CALENDAR

UNIVERSITY OF MARYLAND SCHOOL OF NURSING 1976-77 ACADEMIC CALENDAR GRADUATE AND UNDERGRADUATE PROGRAM

FALL SEMESTER 1976

August 23-24	Monday-Tuesday	Registration (undergraduate)
August 25	Wednesday	General Orientation (undergraduate)
August 26	Thursday	Registration (graduate)
August 26	Thursday	Team Orientation (undergraduate)
August 27	Friday	Instruction begins (undergraduate and graduate)
September 6	Monday	Labor Day—HOLIDAY
November 24	Wednesday	Class ends at noon
November 25-26	Thursday-Friday	Thanksgiving—HOLIDAY
November 29	Monday	Classes resume
December 17	Friday	Semester ends (undergraduate and graduate)

WINTER SESSION 1977

December 6-8	Monday-Wednesday	Preregistration for Winter Session
January 3, 1977	Monday	Instruction begins
January 14	Friday	Martin Luther King Jr.'s Birthday—HOLIDAY
January 28	Friday	Session ends

SPRING SEMESTER 1977

February 4	Friday	Late Registration for those failing to preregister
February 7	Monday	Instruction begins
February 21	Monday	Washington's Birthday—HOLIDAY
April 4-8	Monday-Friday	Spring break—HOLIDAY
April 11	Monday	Classes resume
May 30	Monday	Memorial Day—HOLIDAY
June 2	Thursday	Semester ends
June 3	Friday	Commencement—3:00 p.m.



GENERAL INFORMATION



GENERAL INFORMATION

STATEMENT OF PHILOSOPHY

The School of Nursing, an autonomous educational unit within the University of Maryland, derives the broad outlines of its purpose and functions from the philosophy and policies of the university. The faculty of the School of Nursing is accountable for implementing the triad of university functions: teaching, research and service. These functions are attuned to the ever-changing needs of society in the global community. The faculty recognizes the interrelationships between teaching, research and practice in nursing. Through participation in research and utilization of valid research findings, teachers and learners contribute to effective nursing practice.

Inherent to the practice of nursing is the shared belief that man is an integration of components and processes that cannot exist independently of each other. Internal and external environmental influences alter man's state of health from moment to moment throughout the life cycle. The stimulus for change can emanate from either environment as both evolve through the continuum of time. When manipulation of these forces is required to enhance man's potential for health, nursing can enter as a means to bridge the gap between potential and actual health states.

The goal of professional nursing is to assist the individual, the family and the community in the development of their potential by helping each to gain, maintain or increase his optimal level of health. Interacting in a dynamic way, the nurse becomes an integral part of the environment of the client, acting with awareness of selected factors operating within that environment. Through a mutual relationship based on trust, the nurse demonstrates respect for the client's autonomy, integrity, dignity and feelings, and recognizes rights and responsibilities. This kind of nursing is best fostered in a delivery system which is responsive to the range of internal and external forces affecting health care, strengthening the forces which contribute to higher states of health and diminishing those which lead to reduced levels of health. The goal of nursing is achieved through recognition of specific needs of consumers and the mobilization and distribution of resources to meet those needs. The effective operation of the health care system requires essential input from both consumers and professional nurses to achieve desired goals.

Education is an on-going process which involves the teacher and the learner in pursuing and sharing knowledge in an organized setting with planned experiences resulting in desired behavioral change. Believing in democratic principles, the faculty emphasizes its faith in the individual as a being of inherent worth and dignity who has the right and responsibility to participate in the educative process to the extent of his capabilities. Learning is enhanced in a setting which encourages analytical evaluations of existing health practices and open communication among members of the various health services. Under the guidance of the faculty, purposeful behavior is encouraged and developed in students through the incorporation of knowledge from the humanities and the behavioral, biological and physical sciences with current theory and practice in professional nursing.

The three educational programs within the School of Nursing, undergraduate, graduate and continuing education, have evolved from and are in agreement with this philosophy. Elaboration of this basic philosophy will be found in sections of this bulletin dealing with the undergraduate program (page 29), the graduate program (page 41), and continuing education (page 60).

HISTORY

The School of Nursing, one of seven professional schools of the University of Maryland at Baltimore, was established on December 15, 1889 by Miss Louisa Parsons in the old University Hospital Building on Lombard and Greene Streets. Miss Parsons had been a student of Florence Nightingale and was a graduate of Miss Nightingale's school at St. Thomas' Hospital in London.

The original curriculum of the University of Maryland Training School, which required two years for completion, was extended to three years in 1902. In 1920 the School of Nursing became a separate unit of the university although administered by the hospital. An optional five-year curriculum was instituted in 1926 combining two years of arts and sciences on the College Park campus and three years at the School of Nursing in Baltimore. Both a Bachelor of Science degree and a Diploma in Nursing were awarded upon completion of the five-year program. This sequence, as well as the three-year hospital school, phased out in 1952 when Dr. Florence M. Gipe, now dean emerita, became dean of the new autonomous four-year program leading to the Bachelor of Science degree in Nursing.

In 1954 the School of Nursing became a department of the Graduate School which awards the degree of Master of Science with a major in nursing to qualified candidates. One of Dean Gipe's lasting contributions to nursing education in the south was her leadership in establishing graduate education within the Nursing Council of the Southern Regional Education Board. Together with the deans of five other Schools of Nursing with accredited graduate programs, she pioneered in setting guidelines and interpreting the need for graduate programs of high quality. (See the Graduate Program for further information concerning advanced study, page 41).



School of Nursing

The School of Nursing has two decentralized settings where qualified (undergraduate) students may complete the nursing major. The Walter Reed Army Institute of Nursing (WRAIN) was created in 1964 through a contractual arrangement between the University of Maryland and the Department of the Army. Students in this program have been subsidized during the junior-senior years and following graduation are obligated to serve for three years in the Army Nurse Corps. A second decentralized program was initiated in 1974 through an agreement between the university and the Mercy Hospital Clinical Center in Baltimore. Organized along lines somewhat similar to WRAIN, with Mercy Hospital bearing the main expense of instruction, the Mercy program represents a unique way in which one private hospital chose to continue its support to nursing education after closing its hospital school. A first University of Maryland class of 33 students whose main clinical base had been the Mercy Clinical Center graduated in June 1976. Students in both decentralized programs meet the school's admission criteria. Faculty at these centers are appointed by the University of Maryland and utilize university-approved clinical resources in providing learning experiences which meet requirements of the School of Nursing curriculum. Although in decentralized settings, both faculty and students function as one school.

The employment of a director of continuing education in 1969 resulted in much appreciated services to nurses throughout Maryland. Subsequent development of regional



University of Maryland Hospital

committees has involved large numbers of nurses in planning for continuing education programs geared to specific interests and needs (See Continuing Education, page 60).

A multimedia self-instructional grant from the Division of Nursing, Department of Health, Education and Welfare, during 1969-74 provided the stimulus for the development and use of newer teaching-learning strategies. An Instructional Media Center staffed with nursing faculty and skilled technicians has continued to be a valuable resource to faculty and students.

A research development grant from the Division of Nursing, Department of Health, Education and Welfare, which was available to the School of Nursing from 1970 to 1975 served to increase faculty's involvement in research. The establishment of a Center for Research and Evaluation in 1975 provided for the coordination of research courses as well as additional consultative services to both faculty and students.

Since early days, the baccalaureate curriculum has been available to registered nurses who wished to pursue further study. However, in recent years faculty have put forth great effort to encourage nurses who demonstrated motivation and ability to avail themselves of options which increasingly are available to the adult learner in higher education. Admission to the school's integrated upper division clinical program was facilitated by administration of newly designed challenge examinations. Clinical experiences available to R.N.'s provided innovative approaches to meeting objectives of the baccalaureate curriculum. Further evidence of the school's concern for enlarging the pool of baccalaureate prepared nurses in Maryland was the institution in 1975 of an outreach program for "community bound" nurses in Western Maryland and the Eastern Shore.

Faculty have accomplished a complete revision of both baccalaureate and graduate curricula in recent years. Implementation of the former was initiated in the fall of 1972 concurrently with a very large increase in upper division nursing enrollment of the Baltimore campus. Since 1974, because of limitations in the availability of clinical facilities in the Baltimore metropolitan area, it has been necessary to restrict admissions to the junior class (UMAB and Mercy) to 300 students. The new graduate curriculum, which was granted approval by the Graduate School early in 1976, was characterized by flexibility in the choices offered to students. The revision also was responsible for the creation of a new Department of Primary Health Care. In addition to preparing competent practitioners to meet current health care needs, both curricula endeavor to provide graduates with a foundation to adapt to and influence changing trends in health care delivery.

NURSES' ALUMNI ASSOCIATION

Nurses' Alumni Association: Organized in 1895, School of Nursing Alumni provided early leadership in the organization of the Maryland Nurses' Association and in passage of the Nurses' Licensing Act of 1903. Over the years alumni have demonstrated not only their strong support of the school but awareness of changes taking place in nursing. Although incorporated as Alumnae, the association changed its title to Alumni in 1964 thus establishing the eligibility of men graduates for membership. The historic pin, designed by Tiffany's for the class of 1894, bore the inscription Nurses' Alumni Association until 1970 when, by action of the association, the lettering for future graduates was changed to School of Nursing, University of Maryland. The Nightingale cap, bestowed by the school's founder, Louisa Parsons, remains the property of the alumni association. Since 1968, all baccalaureate graduates of the School of Nursing are eligible to purchase the cap.

THE CAMPUS:

THE UNIVERSITY OF MARYLAND AT BALTIMORE

The tradition of education of the human service professions on the Baltimore campus began with the founding of the School of Medicine in 1807. The Dental School was the first in America; other professional schools in order of date of origin are law, pharmacy,

nursing, and social work and community planning. These professional schools represent a tremendous resource to the community in which they are located. Also, their proximity to one another offers rich opportunity for interprofessional activities of a service and research nature.

The UMAB campus is situated in the heart of the downtown section of Baltimore, a city whose early historic origins are rivaled only by tremendous urban center developments in recent years. Baltimore is one of the foremost commercial, cultural and scientific centers on the Eastern seaboard and offers unlimited extracurricular activities to students and visitors.

ACCREDITATION AND MEMBERSHIPS

The University of Maryland is a member of the Association of American Colleges and is accredited by the Middle States Association of Colleges and Secondary Schools. The undergraduate and graduate programs of the School of Nursing are accredited by the National League for Nursing; the school also maintains membership in the Council of Member Agencies of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing. The baccalaureate program is approved by the Maryland State Board of Examiners of Nurses. The school is represented in the Council on Collegiate Education for Nursing of the Southern Regional Education Board by the dean, associate deans of undergraduate and graduate studies and the director of continuing education. The school also is a member of the American Association of Colleges of Nursing.

EQUAL OPPORTUNITY

Qualified applicants are admitted without discrimination in regard to age, creed, ethnic origin, marital status, race and sex. The enrollment of the racial minority student, the male student and the "adult learner" has been increasing annually. In line with its stated philosophy, the School of Nursing encourages students with diversified backgrounds to seek admissions to the baccalaureate and graduate program thereby enriching the educational experience for all.

Similarly, effort is made to recruit faculty with diversified backgrounds particularly representatives of minority groups. Although all faculty carry certain common responsibilities, the black or male faculty member undeniably becomes a role model further illustrating the school's commitment to affirmative action.

REGISTRATION ELIGIBILITY ON CAMPUSES WITHIN THE UNIVERSITY OF MARYLAND SYSTEM

Registration at one of the University of Maryland campuses permits a student to register for courses (space available) offered by another campus within the University of Maryland system.

DETERMINATION OF RESIDENCE

Determination of In-State Status for Admission, Tuition and Charge-Differential Purposes. The Board of Regents of the University of Maryland approved new regulations for the determination of in-state status for admission, tuition and charge-differential purposes effective January 1974. A copy of the regulations may be obtained from the Office of Admissions and Registrations.

INSURANCE COVERAGE

All nursing students, undergraduate and graduate, enrolled for clinical nursing courses, are required to carry malpractice liability insurance.

RESOURCES



RESOURCES

INSTRUCTIONAL FACILITIES AND RESOURCES

HEALTH SCIENCES LIBRARY

The Health Sciences Library, situated very near the School of Nursing, also serves the schools of medicine, dentistry, pharmacy and social work-community planning. Its resources include more than 146,700 bound volumes and over 2,850 current subscriptions to scientific journals. Study space is provided and a staff of professional librarians assists the student body in the use of library resources.

INSTRUCTIONAL MEDIA CENTER

The School of Nursing offers opportunity for both individual and group learning activities.

Self-Instruction: The rationale for this approach is that the knowledge and skills needed by individual nursing students vary at any given time. Availability of appropriate materials in self-instructional format provides for this diversity of needs. As the result of a special project, a group of faculty and technicians developed and produced a large number of multimedia self-instructional study units. In addition, commercially prepared materials have been purchased as appropriate to meet students' needs. The environment for self-study is an Instructional Media Laboratory with 68 carrels including a variety of equipment. Undergraduate students may be required to study specific units as course requirements and may pursue other self-instructional materials relevant to their individual learning needs. Graduate students utilize the laboratory on a selective basis.

Skills Practice: Undergraduate students who wish to practice certain nursing skills and procedures may do so in a Skills Laboratory adjoining the Media Center. The laboratory contains typical clinical equipment which enables students to simulate direct care situations. A Skills Laboratory Committee of faculty members with student representation prepares skill guides to assist the student using the laboratory; an R.N. laboratory assistant is available to provide guidance to students on a part-time basis.

Both the Instructional Media Laboratory and the Skills Laboratory are open during early evening hours and on Saturdays.

Group Instruction: Classroom instruction at the School of Nursing is supported through a variety of Media services. Movie projectors, overhead projectors, audio tape recorders and other equipment are available for use in classes or seminars. A library of film and other media catalogs is maintained to help faculty locate desired films, tapes and other resources. Materials for, and assistance in the production of slides and overhead projector transparencies are available to faculty members who wish to make use of those techniques.

The school also has a closed circuit black-and-white television studio where live or taped programs can be produced. A portable videotape system and production assistance is available for faculty and students who wish to videotape projects on their own.

CENTER FOR RESEARCH AND EVALUATION

As nursing moves forward in the establishment of its own theoretical base and explores its relationship to other human services, research, formerly given only token recognition, has assumed new dimensions. The School of Nursing provides introductory courses in research methodology for undergraduate students and more advanced offerings for graduate students. The faculty of the Center for Research and Evaluation, in addition to teaching, are available to assist faculty and graduate students with research design, sampling procedures, techniques of measurement, data collection and analysis as well as preparation of reports and proposals. A specialist in educational evaluation, who joined

the center faculty in 1976, provides leadership in evaluation of curricula and other areas. The School of Nursing has a small Statistical Laboratory where instruction is available to faculty and students. Computer service facilities on both the Baltimore and College Park campuses also are utilized extensively.

School of Nursing faculty participate in a regional research consortium and graduate students from a three-state area meet annually for informal presentations of their research projects. Undergraduate and graduate faculty and interested students share membership in a Research Committee of the School of Nursing. Research of a multidisciplinary nature is increasingly possible as nursing and other health disciplines have identified common problems. The school schedules two "Research Days" during the academic year to highlight such activities as part of its faculty development program.

ALTERNATE CURRICULUM TIMING (ACT) PROGRAM

The school provides a program of studies to meet the needs of undergraduate students whose life experiences preclude them from successfully completing the upper division course work of the nursing major in the usual two academic years. Students enrolling in this program will have academic and personal support services, as well as increased faculty contact needed to promote their growth and successful completion of the program.

Students admitted to the junior class who are desirous of utilizing this option should notify the Office of the Assistant Dean for Admissions and Progression, School of Nursing, UMAB Campus.

CLINICAL PRACTICE FIELDS

Clinical practice fields for the baccalaureate program are provided through arrangements with a wide variety of hospitals and other health agencies. All clinical course work is under the direct supervision of the School of Nursing faculty whether it takes place at the University of Maryland Hospital, the Mercy Hospital Clinical Center, the Walter Reed General Hospital or at any of the other hospital or community facilities used for instruction of nursing students.

The selection and use of clinical facilities by the faculty of the School of Nursing is subject to change in line with needs of students and objectives of the curriculum.



FINANCIAL INFORMATION



FINANCIAL INFORMATION

FEES

EXPENSES

FINANCIAL AID

UNDERGRADUATE PROGRAM**

Applicants and students are directed to review the fees and charges section of the general catalog originating at the campus of their choice. The information given below is minimal and reflects fees and other expenses for the 1976-77 academic year.

UNIVERSITY OF MARYLAND COLLEGE PARK

LOWER DIVISION—Freshman-Sophomore (full-time)—School of Nursing

In-State	Fall Semester	Spring Semester	TOTAL
*Fixed Charges and Mandatory Fees	389.00	389.00	778.00
Board (Full-19 meals per week)	380.00	380.00	760.00
Dormitory	388.00	388.00	776.00
	<hr/> \$1,157.00	<hr/> \$1,157.00	<hr/> \$2,314.00
Out-of-State			
*Fixed Charges and Mandatory Fees	\$1,084.00	\$1,084.00	\$2,168.00
Board (Full-19 meals per week)	380.00	380.00	760.00
Dormitory	438.00	438.00	876.00
	<hr/> \$1,902.00	<hr/> \$1,902.00	<hr/> \$3,804.00

*Mandatory fees include the following: instructional materials, athletics, student activities, recreational facilities, auxiliary facilities and health fee.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Full-time Undergraduate

In-State	Fall Semester	Spring Semester	TOTAL
*Fixed Charges and Mandatory Fees	\$379.00	\$379.00	\$758.00
Board—19 meal plan	375.00	375.00	750.00
14 meal plan	350.00	350.00	700.00
Dormitory	372.00	372.00	744.00
Out-of-State			
*Fixed Charges and Mandatory Fees	\$1,074.00	\$1,074.00	\$2,148.00
Board—19 meal plan	375.00	375.00	758.00
14 meal plan	350.00	350.00	700.00
Dormitory	422.00	422.00	844.00

CREDIT HOUR FEE FOR PART-TIME UNDERGRADUATES

(8 semester hours or less)—each credit—\$34.00

*Mandatory Fees include the following: instructional materials, athletics, student activities, recreational facilities, and auxiliary facilities.

**Graduate students are referred to page 51 of this bulletin.

UNIVERSITY OF MARYLAND EASTERN SHORE
Full-time Undergraduate

In-State	Fall Semester	Spring Semester	TOTAL
*Fixed Charges and Mandatory Fees	\$250.00	\$250.00	\$500.00
Board	365.00	365.00	730.00
Dormitory	270.00	270.00	540.00
Out-of-State			
*Fixed Charges and Mandatory Fees	\$695.00	\$695.00	\$1,390.00
Board	365.00	365.00	730.00
Dormitory	300.00	300.00	600.00

*Mandatory fees include the following: Athletics, Student Activities and Student Union.

UNIVERSITY OF MARYLAND AT BALTIMORE
UPPER DIVISION—Junior-Senior (full-time) School of Nursing

In-State	Fall Semester	Spring Semester	TOTAL
Matriculation (new students only)			\$15.00
*Tuition—Fixed Charges			
In-State	\$310.00	\$310.00	620.00
Out-of-State	1,025.00	1,025.00	2,050.00
Instructional Resources Fee	20.00	20.00	40.00
Student Activities Fee	5.00	5.00	10.00
Student Health Fee	5.00	5.00	10.00
Supporting Facilities Fee	30.00	30.00	60.00
**Health Insurance (Blue Cross)			
One Person	65.88	65.88	131.76
Two Persons	131.06	131.06	270.12
Family	177.54	177.54	355.08
Dormitory	399.50	399.50	679.00
Graduation Fee (Seniors)			15.00
Malpractice Insurance Fee	12.50	12.50	25.00
Late Registration Fee	20.00	20.00	
Change Fee	5.00	5.00	

CREDIT HOUR FEE FOR PART-TIME UNDERGRADUATES (8 semester hours or less)—each credit \$34.00

*A \$50.00 nonrefundable deposit is required at the time of the student's acceptance for admission. The amount will be applied to the fall tuition fee.

****STUDENT HEALTH CARE PROGRAM**—Health insurance is required of all full-time students. Students with equivalent insurance coverage must provide proof of such coverage at the time of registration and obtain a hospital insurance waiver. Rates are subject to change.

Registration Fee: All students are expected to complete registration, including the filing of class cards and payment of bills, on the regularly scheduled registration days. Those who do not complete registration during the prescribed days must pay a late registration fee of \$20.00.

Students on the Baltimore campus including those at the Mercy Hospital Clinical Center and at the Walter Reed Army Institute of Nursing receive registration instructions from the Office of the Registrar.

Explanation of Fees: The application fee for the undergraduate colleges and the summer session partially defrays the cost of processing applications for admission to the university. If a student enrolls for the term for which he applied, the fee is accepted in lieu of the matriculation fee.

Fixed Charges Fee is charged to help defray the cost of operating the university's programs.

Instructional Resources Fee represents a charge for instructional materials and/or laboratory supplies furnished for and to students.

Student Activities Fee is collected by the university and used at the discretion of the various student government associations to provide financial support for recreational, social and professional activities.

Student Health Fee is charged to help defray the cost of providing a Student Health Service. This service includes routine examinations and emergency care. Blue Cross or other acceptable medical insurance is required in addition to the student health.

Supporting Facilities Fee is payable by all students on the University of Maryland at Baltimore campus and is used to support the auxiliary facilities and service provided for the convenience of all students.

Diploma Fee is charged to help defray costs involved with graduation and commencement.

Malpractice Insurance Fee is charged at registration and is applicable to all undergraduate nursing students.

Additional expenses include the purchase of uniforms (approximate cost—\$100.00) and the recommended purchase of a stethoscope at approximately \$25.00.

No diploma, certificate, or transcript will be issued to a student until all financial obligations to the university have been satisfied.

The university reserves the right to make such changes in fees and other charges as may be necessary.



FINANCIAL AID OVERVIEW

Financial aid in the form of scholarships, grants, loans, and work-programs is awarded to women and men students and is based upon apparent academic ability and financial need. Applicants must complete a financial aid application annually in the spring preceding the academic year for which aid is sought. By completing one application, the applicant will be considered for all types of aid available through the school. Separate applications must be completed to be considered for funding from sources outside the school. Because of limitations in available funds, preference is given to full-time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and nonacademic regulations of the university. Baccalaureate students in the School of Nursing must have a minimum of a 2.0 average the semester prior to applying for aid; graduate students must meet academic requirements of the Graduate School. In the case of new students, applicants must have been accepted for admission to the university before the financial aid application will be reviewed.

Each of the university's campuses has established its own financial aid application filing deadline. Students should make early contact with the aid office on the appropriate campus to insure they are able to comply with filing dates for completed aid applications. Requests for information about, and applications for, financial aid should be addressed to the office on the appropriate campus:

Student Aid Officer
University of Maryland at Baltimore
610 W. Lombard St.
Baltimore, Md. 21201
Director of Student Aid
University of Maryland
College Park, Md. 20742
Director of Financial Aid
University of Maryland Baltimore County
5401 Wilkens Ave.
Baltimore, Md. 21228
Director of Student Financial Aid
University of Maryland—Eastern Shore
Princess Anne, Md. 21853

SOURCES OF AID—BACCALAUREATE STUDENTS

University Sources

State Grant—Grants for minority and disadvantaged students who are residents of Maryland

Dean's Scholarship—Grants for minority and disadvantaged students who need not be residents of Maryland

Nurse Training Act Scholarships and Loans—Scholarships to a maximum of \$2,000 annually and loans to a maximum of \$2,500 annually. Loans are at three per cent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study—Support for students in career related employment both on and off campus, during the academic year as well as the summer months.

Supplemental Educational Opportunity Grants—For students demonstrating exceptional need.

Private Endowment and Donations—Donations and bequests have established scholarship and loan accounts, each varying in eligibility, amounts, availability, and—for loans—repayment terms.

Pi Chapter of Sigma Theta Tau, the national honor society for nursing, offers a \$300 scholarship to a senior nursing student each year. Eligibility requirements are the same as those established for membership in Sigma Theta Tau. Applications may be obtained from the Office of Student Aid, Baltimore campus. The deadline for application is September 15.

A limited number of public health traineeships for registered nurse students may be available from the Public Health Special Purpose Traineeship Program, Department of Health, Education and Welfare. In order to be eligible, a registered nurse should be completing the final year of the baccalaureate program on a full-time basis and plan to accept employment in public health nursing following graduation. Inquiries may be addressed to the Office of the Dean, University of Maryland School of Nursing, 655 W. Lombard St., Baltimore, Md. 21201.

Non-University Sources

Walter Reed Army Institute of Nursing Program (WRAIN)—This plan has provided opportunity for a selected group of young women and men to receive support for the final two years of the baccalaureate program in nursing at the University of Maryland. Students in this program complete the nursing major at WRAIN under university faculty direction. Successful participants are commissioned into the Army Nurse Corps and are obligated for three years of service following graduation. Further information is available from Headquarters U.S. Army Recruiting Command, ATTN: USAR-CRM-M (Officers' Branch) Fort Sheridan, Ill. 60037.

Basic Educational Opportunity Grant—Awards for undergraduate students who have not previously earned a baccalaureate degree; awards, based on financial need, range from \$200 to \$1,400. Applications are available from any financial aid or high school counseling office.

Maryland State Scholarship Board—Residents of Maryland may apply for aid through each of the following programs:

- House of Delegates Scholarships
- Senatorial Scholarships
- Professional Schools Scholarships
- General State Scholarships

Further information may be obtained from the Maryland State Scholarship Board, 2100 Guilford Ave., Baltimore, Md. 21218.

Bank Loans—Students may obtain educational loans through private lending institutions, such as banks or credit unions. In many cases, federal assistance in the payment of the seven per cent interest can be obtained. As lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduates to borrow up to \$2,000 annually, undergraduates may borrow up to \$1,500 annually. MHELC applications are available in the Student Aid Office.

SOURCES OF AID—GRADUATE STUDENTS

University Sources

Traineeships—Refer to information describing the Graduate Program, page

Nurse Training Act Scholarships and Loans—See "undergraduate" above.

College Work-Study—See "undergraduate" above.

Non-University Sources

Bank Loans—See description above.

STUDENT LIFE



STUDENT LIFE

STUDENT DEVELOPMENT SERVICES: UNDERGRADUATE PROGRAM

Academic Counseling: Academic counseling is available for lower division generic students on the College Park and Baltimore County campuses and by correspondence for students at the University of Maryland Eastern Shore. The School of Nursing also maintains a system of faculty counseling for registered nurse students whether enrolled on one of the university campuses, in University College or at other colleges or universities. Registered nurses are advised to write to the Office of the Dean, UMAB, concerning such services.

In Baltimore, guidance and academic counseling are provided by an assistant dean for admissions and progression with the assistance of advisors. Personal counseling, advisement on extracurricular activities, and financial aid information are provided by the Coordinator for Student Development Services.

Health Insurance: Health insurance is required of all full-time professional school students (nine or more semester hours) in addition to the student health fee. At the University of Maryland at Baltimore, the Health Care Program consists of the following: Blue Cross-Blue Shield Diagnostic and Major Medical coverage. Students with equivalent insurance coverage must provide proof of such membership at the time of registration and obtain a hospital waiver.

Health services are provided for School of Nursing students in Baltimore through the Student Health Office in Howard Hall. Health and counseling services are also available to students at the Walter Reed Army Institute of Nursing and at the Mercy Clinical Center.

Student Government Association: A Student Government Association is operated by upper-division students in the School of Nursing at all centers. A central body, the SGA Board, acts as a mediating and coordinating agent for the entire Student Government Association.

Student Handbook: The school publishes a *Student Handbook* for undergraduate students at the Baltimore and Mercy Centers. An appropriate modification is available to students at the WRAIN Center.

LIVING ARRANGEMENTS

Freshman-Sophomore Years

Since facilities on all campuses are limited, assignments are based on the distance from home to the campus, date of housing application, age and marital status of the student, and availability of space. Specific housing information for the College Park campus may be obtained from the Housing Office, University of Maryland, College Park, Md. 20742. Additional information for the UMBC campus may be obtained from the Student Life Office, UMBC, 5401 Wilkens Ave., Baltimore, Md. 21228. Information about dormitories at the Eastern Shore campus may be obtained by writing to the Housing Office, UMES, Princess Anne, Md. 21853.

Junior-Senior Years

Information and applications for living accommodations on the Baltimore campus may be obtained from the Director of Housing, Baltimore Student Union, 621 W. Lombard St., Baltimore, Md. 21201. Because of space limitations, resident and single undergraduate women students have priority for accommodations in Parsons Hall. Male and female students enrolled on the Baltimore campus may arrange for living accommodations in the Baltimore Student Union. Board contracts are not available on the Baltimore campus; meals may be purchased on an individual basis in the Baltimore Student Union or University of Maryland Hospital cafeterias.

Students receiving support through the WRAIN program are provided housing accommodations at Delano Hall at the Walter Reed Army Medical Center. Students admitted to

the Mercy Clinical Center may obtain information and application for living accommodations from the Residence Director, 107 E. Pleasant St., Baltimore, Md. 21202.

Off-Campus Housing: Off-campus housing information is available through the housing office.

STUDENT DEVELOPMENT SERVICES: UNDERGRADUATE AND GRADUATE PROGRAMS

NATIONAL HONOR SOCIETY OF NURSING

Sigma Theta Tau, founded in 1922, is the national honor society of nursing; Pi Chapter was established at the University of Maryland in 1959. The purposes of Sigma Theta Tau are to recognize superior scholarship achievement, encourage and support research activities, and strengthen commitment to the ideas and purposes of the nursing profession.

Candidates for membership are selected from the basic baccalaureate, the registered nurse, and the graduate students in nursing as well as outstanding nurses from the community. Selection is based on scholastic achievement, leadership qualities, creativity, professional standards and commitment.

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

Membership in this organization is open to juniors, seniors and graduate students in the School of Nursing. Both students and faculty participate in the nomination and selection of members on the basis of the following criteria:

1. scholarship ability;
2. participation and leadership in academic and extracurricular activities;
3. citizenship and service to the school;
4. potential for future achievement.

OTHER AWARDS

School of Nursing students are eligible for several types of awards upon completion of the undergraduate or graduate program. The awards, which are presented at an academic convocation, have been donated by the Nurses' Alumni Association or other groups or individuals who wish to recognize outstanding individuals in the student body.



UNDERGRADUATE PROGRAM



UNDERGRADUATE PROGRAM

UNDERGRADUATE PROGRAM OVERVIEW

The program in professional nursing, leading to the degree of Bachelor of Science in Nursing, is available to women and men who have established eligibility for admission to the university. The first two years of preprofessional study are spent on the College Park, the Baltimore County, the Eastern Shore campuses or in other institutions of higher education. On these campuses, the student pursues a program geared to providing fundamentals of a liberal education plus subjects which are supportive to the study of nursing. The junior and senior years are devoted to completing the nursing major, related courses and electives on the Baltimore campus, at the Mercy Clinical Center in Baltimore, or in the case of WRAIN participants, at the Walter Reed Army Medical Center in Washington, D.C.

Registered nurses who desire to bring their previous preparation for nursing in line with requirements for the baccalaureate degree are encouraged to establish eligibility for admission. Credits previously earned at an accredited two- or four-year college or university are assessed according to University of Maryland and School of Nursing policies governing transfer; opportunity to establish credit for certain foundational and nursing courses is provided. (See page 34 for Registered Nurse Program).

OBJECTIVES OF THE UNDERGRADUATE PROGRAM

The baccalaureate graduate of the University of Maryland School of Nursing is committed to the total well-being of an individual and demonstrates a respect for the dignity, worth, autonomy and uniqueness of people. In ambulatory, inpatient and community settings, the graduate will assist the individual and selected small groups at any point on the health continuum to attain and/or maintain their maximum level of health.

More specifically, the graduate is able to assess clients and to identify nursing problems utilizing appropriate resources to provide effective professional nursing care in a variety of settings. The baccalaureate program fosters purposeful self-direction; implementation of nursing care is based upon nursing knowledge and skill, analytical thinking and discriminative judgments. As a result of the educative process, and following an appropriate orientation to a nursing care setting, the graduate is able to assume beginning leadership in the practice of nursing. Awareness of nursing's impact on improvement of health care services to people gives impetus to the graduate's continuing search for knowledge which supports practice.

To achieve these ends, the graduate will:

1. synthesize selected concepts from the affective, cognitive, and psychomotor domains in formulating a philosophy of nursing;
2. use affective, cognitive, and psychomotor behaviors in applying the nursing process to individuals and small groups;
3. demonstrate personal and professional growth with increasing self-direction;
4. demonstrate leadership in own nursing practice;
5. demonstrate responsible organizational behaviors in meeting professional goals within health care agencies;
6. collaborate in the assessment of and planning for meeting the health care needs of individuals and small groups;
7. improve own nursing practice through the evaluation and application of selected research.

ADMISSION TO LOWER DIVISION

High School Preparation

Students should enroll in the college preparatory program in high school. The following subjects are specifically recommended by the School of Nursing in addition to other academic subjects generally required for high school graduation:

Mathematics (college preparatory)	3 units
Biology	1 unit
Chemistry	1 unit

APPLICATION PROCEDURE

Freshman-Sophomore Program—UMCP, UMBC, UMES

(Lower Division—Preprofessional Program)

Prospective students may secure application forms by writing to the director of admissions at the campus of their choice. Application forms are not available from the School of Nursing office in Baltimore. Foreign students who are applying to the lower division should contact the appropriate foreign student officers on the particular campus of their choice.

ADVANCED PLACEMENT

Students entering the university from high school may obtain advanced placement and college credit on the basis of their performance on the College Board Advanced Placement examinations. These examinations are normally given to eligible high school seniors during the May preceding matriculation in college.

Questions about the program may be addressed to the Director of Admissions and Registrations, College Park, UMBC, or Eastern Shore campus. For detailed information about examinations and procedures in taking them, write to Director of Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York, N.Y. 10027.

CURRICULUM

Freshman-Sophomore Program: Lower Division

Prior to fall matriculation at UMAB as a junior, all students must have completed the following lower division requirements of the School of Nursing.

Lower Division Requirements	Credits
English Composition	3
Human Anatomy and Physiology (C or better grade)	6-8
Microbiology (C or better grade)	3-4
Chemistry including laboratory (C or better grade)	6-8
*Social Sciences	12
**Humanities	15
Nutrition (presently recommended; required for incoming juniors, fall 1978, and thereafter)	3
Electives	6-10

Minimum of 59 credits

Social sciences include sociology, psychology, political science, economics, geography, anthropology. Humanities include literature, history, philosophy, foreign languages, mathematics, fine arts. In addition, the School of Nursing has established the following policies:

- 1. Foreign Language—Humanities credit will be given for the first semester elementary course in a language (i.e., FREN 101, ITAL 101, etc.) only if additional credit is

earned in that language. However, the first course can be used for elective credit even if no additional credit in that language is earned.

2. *Fine Arts*—Humanities credit will be given for one “studio” course in the fine arts (i.e., class in piano, painting, etc.) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).
3. Social, physical and natural science courses taken 10 years prior to student’s admission date will not be accepted (effective 1977/1978).
4. OTHER POLICIES RELATED TO ADMISSION CRITERIA AND THE ASSESSMENT OF LOWER DIVISION CREDITS FOR ADMISSION PURPOSES ARE AVAILABLE BY WRITING THE OFFICE OF THE ASSISTANT DEAN FOR ADMISSIONS AND PROGRESSION.

* Must include at least one course in sociology and one course in psychology.

** Must include courses selected from at least three disciplines within the humanities areas.

ESTABLISHING CREDIT BY EXAMINATION

No more than half of the 120 applicable credits required for graduation can be earned by examination.

Lower Division—Departmental Examinations: Many two- and four-year colleges and universities provide an opportunity for students to take examinations for credit, provided the student has had some instruction and experience in the content of the course under consideration. Arrangements are made by students with the appropriate departments in the college in which they are matriculated on a full- or part-time basis. The School of Nursing will accept the credit earned by examination provided the course name and number, grade, and credits earned are on the transcript.

Lower Division—CLEP: It is possible to earn credit by examination through the College Level Examination Program of the College Entrance Examination Board. The School of Nursing recognizes selected CLEP exam results for credit provided the student earns a grade determined acceptable. CONSULT THE OFFICE OF THE ASSISTANT DEAN FOR ADMISSIONS AND PROGRESSIONS FOR INFORMATION RELATING TO THIS MATTER. (Registered nurse students see pages 34 and 35 for Challenge Examinations in junior year courses).

JUNIOR-SENIOR PROGRAM: UPPER DIVISION

Advancement or transfer to the upper division program in the School of Nursing is limited to the number of students that can be accommodated, and selection must be made from applicants who are judged to have the most potential for completing the professional program. Testing variables determined by the school’s admissions committee may be included in the admission criteria. Academic performance in preprofessional courses is an important factor. A grade of C or higher in Human Anatomy and Physiology and Microbiology is required of all students. It is important that students who enroll in the freshman and sophomore years in preparing for nursing recognize that although every effort is made to continue to expand the enrollment of the professional program on the Baltimore campus, there is no way in which students can be guaranteed admission to the junior and senior years of the professional program.

APPLICATIONS FOR ADMISSIONS TO EITHER THE UMAB CAMPUS OR THE MERCY CLINICAL CENTER FOR JUNIOR-SENIOR STUDY MUST BE FILED BEFORE FEBRUARY 1 FOR THE FALL SEMESTER. Applications should be sent to the Office of Admissions and Registrations, Howard Hall, Room 123, University of Maryland, Baltimore, Md. 21201. Applicants for the junior class will be selected from among those who have successfully completed a minimum of 44 applicable credits of lower division study by February 1. Also, applicants must have met all academic and health requirements established by the School of Nursing and/or the University of Maryland.

Applicants to the upper division program for fall 1977 and thereafter must have successfully completed 44 semester hours of applicable credits including eight semester hours of required chemistry, anatomy and physiology, or microbiology by the application deadline.

Effective in 1978 the 44 credits must be distributed as follows:

- English—3 credits
- Natural Science (required)—8 credits
- Social Science—6 credits
- Humanities—6 credits

The admissions committee will not review any application that is deficient in these areas.

Nonrefundable Deposit: A fifty dollar (\$50.00) nonrefundable deposit will be required of all persons admitted to the School of Nursing in 1977 (WRAIN exclusive). (The deposit will be paid at the time the applicant returns his letter of acceptance to the school and will be applied to his fall tuition).

ALL APPLICANTS ARE REMINDED THAT COMPLETION OF PREPROFESSIONAL COURSE REQUIREMENTS DOES NOT AUTOMATICALLY ASSURE ADMISSION TO THE PROFESSIONAL PROGRAM IN NURSING BECAUSE ENROLLMENT MUST BE LIMITED.

UNIQUE FEATURES OF THE CURRICULUM: UPPER DIVISION

The junior-senior years of the nursing curriculum are offered at UMAB and two satellite centers: Walter Reed Army Institute of Nursing, Washington, D.C., and the Mercy Clinical Center in Baltimore. Each center uses the same integrated curriculum design. The integrated approach requires that students be taught by a team of teachers; the teams are composed of faculty members who have specialized knowledge in the areas of maternal-child, psychiatric-community mental health, medical-surgical, and community health nursing. Students are given the opportunity to evaluate the curriculum.

The curriculum focuses on cognitive skills such as problem-solving, critical thinking, making nursing judgments, interpersonal skills as well as technical skills. Indeed, the curriculum is best described as one in which emphasis is given to the psychosocial needs of man without negating the importance of his physical and spiritual needs.

A typical plan of study for the upper division (nursing major) at UMAB, WRAIN or Mercy Clinical Center follows:

JUNIOR YEAR

Fall Semester		Credits
*NURS 314	Concepts of Nursing I	9
NURS 318	Health Elective	3
*NURS 316	Human Growth and Development	3
TOTAL		15

Winter Session		Credits
*NURS 317	Deviations in Human Growth and Development	2
*NURS 320	Introduction to the Administration of Medications	1
TOTAL		3

Spring Semester		Credits
*NURS 315	Concepts of Nursing II	9
*NURS 310	Pathophysiology and its Pharmacological Implications	4
NURS 321	Introduction to Organizational Behavior	3
TOTAL		16

*These courses may be challenged by R.N. students after being admitted to the upper division.

SENIOR YEAR

Fall Semester

	Credits
NURS 324-325 Concepts of Nursing III A or B	9
NURS 322 Nursing in Society	3
NURS 410 Survey of Research and Statistics	3
TOTAL	15

Winter Session

	Credits
NURS 326 Clinical Nursing Elective	3
TOTAL	3

Spring Semester

	Credits
NURS 324-325 Concepts of Nursing III A or B	9
NURS 418 Health Elective	2-3
TOTAL	11-12

Policies Regarding Nursing Concepts Courses:

The major nursing concept courses, i.e., NURS 314, 315, 324, 325, 334, and 335, must be taken within the University of Maryland School of Nursing. This policy does not negate the opportunity for R.N. students to challenge the junior year nursing courses.

Students are assigned to teams of instructors in the major nursing concepts courses. In each course, all students will be working to achieve the same course objectives. However, the teaching-learning methods used by individual teams may vary. The clinical placement for students may also vary.

REGISTERED NURSE PROGRAM

Graduates of diploma and associate degree nursing programs have an opportunity to apply for study toward the bachelor of science degree in the School of Nursing. The preprofessional lower division courses required by the school may be completed through enrollment in day or evening classes on one of the campuses of the University of Maryland or in another institution of higher education.

Registered nurses interested in completing requirements for a degree should address their initial inquiries to the Office of the Assistant Dean for Admissions, University of Maryland School of Nursing, 655 W. Lombard St., Baltimore, Md. 21201. After preliminary assessment of previous academic preparation, the registered nurse applicant will be assigned an advisor. Students are urged to confer with the advisor to assure proper selection and sequence of course requirements.

Establishing credit by examination: After admission to the School of Nursing, registered nurses must establish advanced placement by taking examinations for credit in:

	Credits
NURS 310 Pathophysiology—Pharmacology Implications	4
*NURS 314 Concepts of Nursing I	9
*NURS 315 Concepts of Nursing II	9
NURS 316 Human Growth and Development	3
NURS 317 Deviations in Human Growth and Development	2
*NURS 320 Introduction to the Administration of Medications	1

*A minimum grade of "C" is required on each Challenge Examination for Concepts of Nursing courses and Introduction to Administration of Medications.

Applications for advancement or transfer to the Baltimore campus: these must be filed on the Baltimore campus by February 1 for the fall semester. The nature of the curriculum dictates that students, both basic and registered nurse, may enter the junior year in the fall semester only. In all cases, admission to the Baltimore campus must be restricted to those who can be accommodated by existing clinical facilities and nursing faculty.

Curriculum: the undergraduate program of study for R.N. students who have met the requirements for the preprofessional courses and have established credit through satisfactory completion of challenge examinations follows:

SENIOR YEAR

Fall Semester		Credits
NURS 334	Concepts of Nursing IV A	9
NURS 321	Introduction to Organizational Behavior	3
NURS 410	Survey of Research and Statistics	3
TOTAL		15
Winter Session		Credits
NURS 326	Clinical Nursing Elective	3
or		
NURS 348	Seminar, Workshop	3
TOTAL		3
Spring Semester		Credits
NURS 335	Concepts of Nursing IV B	9
NURS 418	Health Elective	3
NURS 322	Nursing in Society	3
TOTAL		15

The faculty reserve the right to make curriculum modifications providing the program to which the student was admitted is not extended in length.

Part-time Study: Part-time study is available to registered nurses who are admitted to the School of Nursing; part-time students are expected to complete the program in three academic years. Enrollment in certain courses may be limited depending upon demand. Further information may be obtained from the assistant dean for admissions and progression in the School of Nursing.

Outreach Nursing Program: During the 1975-76 academic year, an off-campus degree completion program for "community-bound" R.N.'s was established in Western Maryland and on the Eastern Shore. This program enables registered nurses to complete all requirements for the baccalaureate degree in nursing through enrollment on a part-time basis in regional centers. Requirements for achieving senior year status are the same as on the Baltimore campus; the usual senior year curriculum which involves 33 earned credits is arranged over a three-year time span. Inquiries should be addressed to the Director of the Outreach Program, School of Nursing, Baltimore campus.

ACADEMIC REQUIREMENTS APPLICABLE TO THE NURSING MAJOR

JUNIOR/SENIOR PROGRAM

Students enrolled in the professional program in nursing may obtain information regarding academic regulations from their professors and/or the assistant dean for admissions and progression. The following paragraphs contain both general and academic regulations of the School of Nursing.

GRADE POINT AVERAGE

The academic average of a student is recorded in terms of the following symbols and numerical values: A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 points, I (Incomplete) = 0 points. Students are responsible for assessing their academic progress; students should assess their grade point average *each semester*.

The following example illustrates the method to be followed: to obtain the total quality points for a course, multiply the number of credits for the course attempted by the numerical value (points) of the grade for the course. Do this for each course attempted. Total the number of credit hours attempted and the number of quality points received. Divide the total quality points by the total credits attempted. This yields the grade point average for the semester.

Example: (A typical fall semester for a junior student)

NURS 314	(9 cr) B = 27 QP
NURS 316	(3 cr) B = 9 QP
NURS 318	(3 cr) C = 6 QP

15 cr	42 QP
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$42 \div 15 = 2.800$ — grade point average

CUMULATIVE GRADE POINT AVERAGE

The cumulative grade point average is computed in a similar manner by including all applicable courses attempted for the baccalaureate degree in nursing. Where possible, credit established by examination is included in the grade point average. Physical education and courses failed in the first semester of the freshman year are not counted in computing the grade point average.

Students are expected to maintain at least a 2.0 cumulative grade point average. The progress of students who fall below the 2.0 grade point average is considered unsatisfactory and continuance in the program is subject to review by the Committee on Academic Progression of Undergraduate Students.

Those students who earn a 1.95 or lower cumulative G.P.A. are academically dismissed from the school. Students whose achievement falls between a G.P.A. of 1.96 to 1.99 are placed on academic probation; probationary status will not be permitted for more than two successive semesters.

A grade below a "C" in any clinical nursing course requires repeating the course the next time it is offered and earning a grade of "C" or better; both attempts are computed in the grade point average. A student who receives a grade lower than a "C" in either the theory or clinical portion of a clinical nursing course which is requisite to the next clinical nursing course cannot register for the next course in the nursing sequence; the student is on academic probation until the clinical nursing course in which the grade of "D" or "F" was received is satisfactorily completed. Academic dismissal occurs upon earning two "Ds" in clinical nursing courses.

Students who have done work of acceptable quality in their completed assignments but who, because of extenuating circumstances, have been unable to complete all course requirements may be given an Incomplete grade. This grade cannot be carried over into the next succeeding semester. When all course requirements have been met, faculty will replace the Incomplete with the final grade earned in the course.

WITHDRAWAL

The School of Nursing reserves the right to request the withdrawal of students who do not maintain the required standing of scholarship, or whose continuance in the school would be detrimental to their health, or to the health of others, or whose conduct is not satisfactory to the authorities of the school. It is a general expectation that students will

abide by rules and regulations established by the university. Violation of university regulations may result in disciplinary measures being imposed.

PROGRAM COMPLETION—Minimum Criteria for Graduation

The Bachelor of Science in Nursing degree is granted on recommendation of the faculty in nursing, upon completion of university and school requirements, and a minimum of 120 semester hours of applicable course work with at least a 2.0 cumulative grade point average in all course work completed.

TRANSCRIPT OF RECORDS

All financial obligations to the university must be satisfied before a transcript of a student's record will be furnished any student or alumnus. There is a charge of \$2.00 for each transcript. Checks should be made payable to the University of Maryland. Transcripts of records should be requested at least two weeks in advance of the date desired. They may be obtained by writing to the Office of the Registrar, University of Maryland, 660 W. Redwood St., Baltimore, Md. 21201.

ELIGIBILITY FOR STATE LICENSURE

Graduates of the program are eligible for admission to the examination given by the Maryland State Board of Examiners of Nurses (or by any other state board) for licensure to practice nursing. Application is generally submitted prior to the date of graduation.



EMPLOYMENT OPPORTUNITIES

Baccalaureate graduates of the University of Maryland School of Nursing have many career opportunities available to them. Graduates may choose to practice nursing in a hospital or outpatient clinic, an extended care facility, or a variety of community agencies including schools, industries, physicians' offices. In addition, the registered nurse who has a baccalaureate degree may choose a career in civil service, the military, or the Veteran's Administration. A survey of 1975 graduates indicated that 98 per cent were employed; nonemployment was related to personal reasons. Salaries for new graduates ranged from \$10,000 to \$12,000. The graduate who earns a baccalaureate degree as a registered nurse typically is paid at a higher rate because of prior experience in nursing.

COURSE DESCRIPTIONS

BACCALAUREATE PROGRAM Upper Division (Junior-Senior) Curriculum

NURS 310 PATHOPHYSIOLOGY AND ITS PHARMACOLOGICAL IMPLICATIONS (4) Spring Semester, junior year. This four-credit lecture, nonlaboratory course is designed for students having prerequisite course work in human anatomy and physiology. Disease is presented as an alteration of form, structure of function, often not visible until it affects organ or organism function. Pharmacological interventions, emphasizing properties, actions, therapeutic uses and adverse effects of drugs upon the system are presented concurrently as diseases are described.

NURS 314 CONCEPTS OF NURSING I (9) Fall semester, junior year. The focus of the course is on man as a behavioral system, the concept of health and the role of professional nursing in helping clients maintain and/or promote health. Emphasis is placed on the assessment component of the nursing process. Clinical laboratory experiences will be primarily in communitybased settings.

NURS 315 CONCEPTS OF NURSING II(9) Spring semester, junior year. Prerequisites, NURS 314, NURS 316, NURS 317, NURS 320. A study of adults and children who are experiencing biopsychosocial disruptions which are long-term and relatively stable, with a focus on nursing interventions which assist the clients to move toward optimum level of functioning. The mutual interaction between family and client is explored. Laboratory experience will include inpatient and community-based settings. (If NURS 320 is not taken in the winter session preceding NURS 315, the student must pass a mastery test related to dosage calculations within the first two weeks of the course).

NURS 316 HUMAN GROWTH AND DEVELOPMENT (3) Fall semester, junior year. Prerequisites, Sociology, Psychology, Anatomy and Physiology. Concepts from the biological and behavioral sciences are used to give the student a framework from which to view an individual from conception to late adulthood with his unique heredity, rates of growth and development and individual experiences that shape his relations to his world.

NURS 317 DEVIATIONS IN HUMAN GROWTH AND DEVELOPMENT (2) Winter session, junior year. Prerequisite NURS 316. Knowledge of normal growth and development as requisite, this course focuses on deviations in development which are disruptive to optimal growth. Specific deviations include learning disabilities, and mental retardation. Provision for clinical application of learning is an integral part of Concepts of Nursing II since students interact with clients exhibiting deviations in their developmental patterns.

***NURS 318 SPECIAL TOPICS—ELECTIVES IN HEALTH-RELATED COURSES (3)** Fall, semester, junior year. Designed to provide course offerings in current health-related topics which include Communication Skills in Health Education, Nutrition for Health Personnel, Sex Education, Death Education, and Principles of Cross-Cultural Nursing.

NURS 320 INTRODUCTION TO THE ADMINISTRATION OF MEDICATIONS (1) Junior year, winter session. An introduction to the theory and practice of medication administration. Professional and legal responsibilities as well as various modes of medication administration will be explored. Participant-observer experiences will be provided.

NURS 321 INTRODUCTION TO ORGANIZATIONAL BEHAVIOR (3) Fall, spring semesters, junior year. This course focuses on the social and psychological processes of organizations in modern society. The course provides a foundation which contributes to the student's ability to demonstrate responsible organizational behavior in meeting professional goals within health care agencies.

NURS 322 NURSING IN SOCIETY (3) Fall, spring semesters, senior year. This course provides an opportunity for students to study the multiple factors which have contributed to the emergence of professional nursing. The profession is studied in relation to and as an integral part of the changes in our society. Significant issues confronting the profession are identified. Upon completion of this course the student should demonstrate a better understanding of the profession of nursing in its present state of growth, an awareness of its potential and direction, and cognizance of each nurse's own responsibility in its development.

NURS 324 CONCEPTS OF NURSING III A (9) Fall, spring semesters, senior year. Prerequisites, NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing biopsychosocial disruptions who are hospitalized and experiencing more intense stress states. All components of the nursing process are utilized with the



client. Community data are viewed as inputs to the family system. Organizational and group behaviors are related to the health team in inpatient settings.

NURS 325 CONCEPTS OF NURSING III B (9) Fall, spring semesters, senior year. Prerequisites, NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing identified biopsychosocial disruptions with emphasis on clients experiencing varying stress states who are maintained through ambulatory services and community—based agencies. All components of the nursing process are utilized. Student interventions include the assessment of the family and intervention with one or more family members. Organization and group behaviors are applied in a peer group experience with nursing students.

NURS 334 CONCEPTS OF NURSING IV A (9) Fall semester, senior year. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups and his environment. Emphasis will be placed on the application of concepts of systems theory, health, stress, communication, family and group theory to nursing process. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 335 CONCEPTS OF NURSING IV B(9) Spring semester, senior year. Prerequisites, Nurs. 321, Nurs 410, NURS 334. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups, and his environment. Emphasis will be placed on the application of concepts of crisis, decision making, planned change, teaching/learning, family and community. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 326 CLINICAL NURSING ELECTIVE (3) Senior year. Prerequisite, NURS 324, NURS 325, NURS 334, or NURS 335. Designed to offer the student an opportunity to select and study an area of particular interest in clinical nursing. Distributive and episodic nursing practice settings serve as clinical laboratories for learning. Senior students may elect to take NURS 326 off-campus under faculty mentorship.

NURS 348 ELECTIVES, WORKSHOPS, SEMINARS, AND INSTITUTES (1–6) Designed to provide participation in workshops, institutes and seminars in various aspects of nursing. Faculty reserve the right to place a limit on the number of credits a student may take in workshops, institutes and seminar study.

NURS 410 SURVEY OF RESEARCH AND STATISTICS (3) Fall, spring semesters, senior year. In the context of the total research process, the basic elements of research, including defining the research question, literature search, sampling research design, measurement and data gathering, statistical analysis, and interpretation of results are presented and their interdependence stressed. Inferential statistics include chi square, ordinal data methods, correlation, multiple regression, t test, F test, analysis of variance (one way and factorial), and analysis of covariance. Application and interpretation rather than theory or mathematical derivation are emphasized. Evaluation of measurement tools in terms of item analysis, reliability, and validity is presented. Student research teams critique a research project report in the literature and develop a research proposal which includes a pilot test of the proposed study. Prerequisite: senior standing or consent of instructor.

***NURS 418 SPECIAL TOPICS—ELECTIVES IN HEALTH-RELATED COURSES (3)** Fall, spring semesters, senior year. Designed to provide course offerings, in current health-related topics which include: Issues in Health Services Organizations, Alcohol and Drug Abuse, Community Nutrition, Intimate Behavior, and Law and Health. An independent study component is part of the design for each offering. Students also have the opportunity to elect independent study for three credits under the direction of a faculty member. *A limit of three credits in a NURS 318 offering and in a NURS 418 offering is acceptable toward the total of 120 credit matriculation for completion of degree requirements.

GRADUATE PROGRAM



GRADUATE PROGRAM*

AREAS OF CONCENTRATION (Majors)

CLINICAL

- Child Psychiatric Nursing
- Community Health Nursing
- General Psychiatric Nursing
- Maternal and Child Health Nursing
- Medical-Surgical Nursing
- Primary Care Nursing

ROLE

- Administration of Nursing Education
- Administration of Nursing Service
- Teaching of Nursing—A.D. Program
- Teaching of Nursing—B.S. Program
- Teaching of Nursing—Staff Development

OVERVIEW

The master's degree program for nurses at the University of Maryland is the only graduate program in the state. It awards approximately 100 degrees a year thus making it one of the largest in the nation. While the program is offered in the School of Nursing, it is part of the Graduate School of the University of Maryland at Baltimore; therefore, it is subject to the requirements of both schools. The graduate curriculum has undergone massive revision and the new curriculum was fully implemented in the fall semester, 1976. The program is three semesters in length except for Primary Care Nursing which is four semesters.

In keeping with the changing needs of society, the new curriculum increases the specialty options available to students. All students are required to develop competence in a specialized clinical area, but opportunity is provided to concentrate (major) in either the clinical or the role area depending on specific career goal and previous preparation. The student's secondary interest (minor) is selected in the opposite area so that every graduate is prepared in both a clinical and a role area.

Graduate education fosters the responsibility, creativity, and self-direction which characterizes professional commitment and enhances a continuing desire to learn and to grow. The graduate student is viewed as a partner in the teacher-learner dyad; receives stimulation and support for scholarly pursuits; and is given the freedom to think and try out new ideas through the application of knowledge and the development of new skills. The opportunity to articulate beliefs, ideas, and formulations is gained through interaction with other members of the academic community.

ELABORATION OF THE PHILOSOPHY: GRADUATE PROGRAM

The Graduate Program of the School of Nursing derives its strength and purpose directly from the underlying philosophy which is shared by the faculty. Tenets of the philosophy held by graduate faculty of the School of Nursing provide a foundation for the conceptual framework upon which the curriculum is based. This conceptual framework analyzes the unit (the individual, family or community) in terms of three interrelated expressions of health—physical, cognitive and personal. The physical expression refers to the unit's structural and functional endowment or integrity. The cognitive expression addresses the capacity of the individual to receive, to perceive and to organize informa-

*Graduate students also are referred to the General Information and Resources section of this bulletin.

tion. The personal expression is concerned with the affective relationships of the unit. The relationships between the expressions are complex and vary at different points in time. The expressions lend themselves to assessment, quantification and regulation. The intervention phase of the nursing process consists of regulations of the inputs and sources of the expression. Evaluation is achieved through examination of the resulting state of health.

Graduate education in nursing is built upon and extends a knowledge base acquired in a baccalaureate degree program in nursing and is derived from the humanities, the physical and life sciences and the behavioral sciences. Each student brings to graduate education a unique combination of experiences and capabilities. This diversity creates a learning environment shared by faculty and students which facilitates the establishment and attainment of professional objectives throughout the educational experience. This dynamic interchange between faculty and students results in a commitment to and involvement in the development of nursing knowledge and the refinement of nursing theory. Recognizing that the growth process in the student is continuous and that the health needs of society change, the Graduate Program is flexible and dynamic.

PURPOSES AND OBJECTIVES OF THE GRADUATE PROGRAM

The program objectives are formulated on the assumption that graduate education builds upon undergraduate education. It is a more intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing. Graduate education provides further opportunity for the student to think conceptually and to apply theory to practice.

The purposes of the graduate program are:

1. to prepare a nurse practitioner in the area of research, consultation, teaching, administration and a given clinical field;
2. to provide preparation for competence in one functional area—administration, teaching or clinical practice;
3. to prepare nurses for leadership roles;
4. to provide the basis for doctoral study;
5. to identify with the profession in articulating and implementing a philosophy of nursing practice.

The objectives are to prepare students who:

1. demonstrate competency in a given clinical area by applying theoretical knowledge to assess, plan, implement, and evaluate clinical service;
2. assess current research in nursing and related fields and utilize these findings to study and solve nursing problems;
3. develop competency in consultation through applying nursing theory and related theories to the consultant-consultee relationship;
4. acquire entry behavior for teaching or nursing service administration;
5. develop increased self-understanding which will serve as a basis for further personal and professional growth;
6. work collaboratively with professionals and nonprofessionals within community agencies to articulate and to implement the philosophy of nursing.

CURRICULUM

The nursing program leading to a Master of Science degree is three semesters plus a minimester in length and requires 41 credits, except for the Primary Care specialty which is four semesters and requires 54 credits.

Areas of Concentration

Each student selects a clinical practice area and a functional role area. The student then chooses either one of these as the area of concentration (major).

The student selects one area of concentration (major) from the following:

1. Administration
2. Education

3. Child Psychiatric Nursing
4. Community Health Nursing
5. Maternal and Child Health Nursing (Nursing of Children or Maternal-Infant Nursing)
6. Medical-Surgical Nursing
7. General Psychiatric Nursing
8. Primary Care Nursing

For those choosing to major in administration or education, a clinical practice area must also be selected in one of the following:

- a. Community Health Nursing
- b. Maternal and Child Health Nursing
- c. Medical-Surgical Nursing
- d. Psychiatric Nursing or Child Psychiatric Nursing

In addition, all students select a functional role track from one of the following:

- a. Administration of Nursing Service
- b. Administration of Nursing Education
- c. Teaching in Associate Degree Program
- d. Teaching in Baccalaureate Degree Program
- e. Teaching in Staff Development
- f. Clinical Nurse Specialist

Curriculum Design In summary, the curriculum design contains the following components:

1. *Core courses* required of all graduate students regardless of the area of concentration.
2. *Clinical courses* required of students in their chosen clinical area (i.e., Community Health, Psychiatric, Child Psychiatric, Medical-Surgical, Maternal and Child or Primary Care Nursing). All students take a designated number of these courses regardless of whether their area of concentration is in clinical practice or role specialization.
3. *Functional role track courses* required of students in their chosen functional role (i.e., Administration in Nursing Service, Administration in Nursing Education, Teaching in A.D. Program, Teaching in a B.S. Program, Teaching in Staff Development, and Clinical Nurse Specialization). All students take a designated number of these courses regardless of their area of concentration.
4. *Research courses* required of all graduate nursing students.
5. *Support courses* vary according to the student's area of concentration. These might include non-nursing courses.

Summary of Design

General Plan:

Core	10 credits	Primary Care:	
Clinical	6 credits	Core	10 credits
Role	6 credits	Clinical	15 credits
Support	8 credits	Role	6 credits
Research	5 credits	Support	9 credits
Thesis/Electives	6 credits	Research	5 credits
		Thesis/Electives	6 credits
Total	41 credits	Elective-Role Prerequisite	3 credits

Total 54 credits

Thesis/Nonthesis Option

Students may elect either a thesis or a nonthesis option, depending on their career goals. Six credits are earned for either option and the student must successfully pass a written comprehensive examination.

Thesis Under the guidance of a committee, the student designs, implements, evaluates and orally defends a research project.

Non-Thesis Six credits of electives are taken under advisement. One scholarly seminar paper is submitted.

RESOURCES

Over 60 community and health care agencies cooperate with the program. In some instances, faculty have joint appointments with the school and the agency.

Additional resources are available through the offerings of other schools of the health professions. Non-nursing courses also may be taken on the College Park campus, at the University of Maryland Baltimore County (UMBC) or through University College on the Baltimore campus.

In addition to the Health Sciences Library, the students have access to the Enoch Pratt Free Library of Baltimore, the Library of Congress in Washington, and the National Library of Medicine in Bethesda, Maryland. See RESOURCES for the Instructional Media Center and the Center for Research and Evaluation within the School of Nursing.

ADMISSION

Admission to graduate study at the University of Maryland is the exclusive responsibility of the Graduate School and the Dean for Graduate Studies and Research. Applications to the graduate program in nursing are reviewed by faculty in the student's area of concentration and by the School of Nursing Graduate Committee on Admissions, Progression and Graduation. Recommendations for acceptance are then made by the committee to the Dean for Graduate Studies and Research.

Any student who wishes to attend the School of Nursing must apply for admission, submit required credentials, and be accepted for matriculation. Consideration is given to academic work completed in other schools. Personal references are required.

After an applicant has been accepted, a faculty adviser is assigned. The adviser and the student plan a program of study leading to the degree. Course credits are officially accepted for the degree only after the student has matriculated in the School of Nursing.

Senior students in their final semester of work toward a bachelor's degree, may be offered provisional admission to the graduate program pending the receipt of a supplementary transcript recording the satisfactory completion of undergraduate course work and the awarding of the degree. Completed records of all previous work must be received within three months following the completion of such study and the awarding of the degree.

The student must matriculate within 12 months after notification of admission acceptance. If the student does not acknowledge the acceptance, a new application must be submitted for future enrollment.

Starting on the first day of matriculation, a time limit of a maximum of five years is allowed for the completion of graduate degree requirements. This applies to part-time and full-time students.

REQUIREMENTS

The student's previous academic work, personal qualifications and professional experience are evaluated to determine if prerequisites have been met. Prerequisite courses do not carry credit toward the master's degree.

For admission, the applicant must meet the requirements of both the Graduate School and the Graduate Committee on Admissions, Progression and Graduation of the School of Nursing. The School of Nursing requirements are:

1. a baccalaureate degree with an upper division nursing major from an NLN accredited program;
2. completion of a course in elementary statistics;
3. a photocopy of licensure for the practice of nursing in one or more states;
4. official scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test;

5. undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.7 and 3.0, provisional acceptance may be considered if the candidate demonstrates graduate potential by other means;
6. evidence of personal and professional qualifications from three professionals familiar with applicant's academic ability, work experience, professional nursing contributions and potential to achieve in Graduate School. Suggested sources include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses;
7. personal interviews are required for Primary Care and encouraged by all specialty areas;
8. two years of clinical experience are required for Primary Care and one year of experience in a maternity or pediatric setting is required for Maternal and Child Health Nursing.

Those applicants who exhibit exceptional qualities without meeting the stated criteria may apply for special consideration. Students who seek variance from an academic policy should appeal to the Committee on Admissions, Progression and Graduation.

A written offer of admission from the Graduate School will be sent to an applicant who meets all admission requirements. The offer will specify the time of entrance which will normally coincide with the requested starting time. Upon acceptance by the Graduate School, the applicant should reconfirm enrollment intentions by writing to the School of Nursing. If the applicant is unable to enroll at the expected date, a written request for a postponement of the admission date is made through the School of Nursing. If these arrangements are not made within one year of anticipated enrollment date, the offer of admission lapses, and a new application and fee must be submitted to be reconsidered for admission.

The offer of admission may be used as a permit to register for courses. Permanent identification as a graduate student will be issued at the time of first registration.

Admission Procedure

The admission forms should be obtained from the Office of Graduate Studies and Research, University of Maryland at Baltimore, 524 W. Lombard St., Baltimore, Md. 21201.

1. An application fee of \$15.00 must accompany the application for admission. This fee is not refundable under any circumstances, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.
2. The following materials should be returned directly to the Office of Graduate Studies and Research, University of Maryland at Baltimore, 524 W. Lombard St., Baltimore, Md. 21201:
 - a. two copies of the application for admission to the Graduate School;
 - b. application fee;
 - c. two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required;
 - d. letters of reference from three professionals who know the candidate's qualifications;
 - e. official record of the results of:
 1. the Miller Analogies Test (test available through testing services of most colleges and universities);
 2. the Aptitude Test of the Graduate Record Examinations (Applicants should write to the Graduate Record Examinations, Educational Testing Services, Princeton, N. J. 08540 for details).
 3. Applications and supporting documents must be received by July 1 for the fall semester, December 1 for the winter session and the spring semester, and May 15 for the summer session.

Admission Status

Applicants may be recommended for admission into the categories of:

1. Full Graduate Status in which the applicant clearly meets all requirements;
2. Provisional Graduate Status in which the applicant shows promise of being able to achieve at the graduate level but does not currently meet all requirements. The students must achieve a "B" or above in every course during the first semester (or four courses) to qualify for continued enrollment;
3. Nondegree Graduate Status in which the applicant may enroll on a "course work only" basis for a specified period of time if the record meets Graduate School standards.

Admission is granted by the Dean for Graduate Studies and Research and is confirmed by enrollment in the term for which admission is approved.

Part-time Study

Students eligible for admission but who are able to devote only a portion of their time to graduate study are subject to the same privileges and matriculation requirements as full-time students. Part-time students are urged to assume responsibility for program planning with an adviser. All students must complete the program within five years of matriculation.

A graduate student who is in good standing at another institution may apply to enroll for a single course or summer session. (See Categories of Admission in the Graduate School Bulletin).

Foreign Students

Students from foreign countries who show evidence of education equivalent to a baccalaureate degree in nursing are considered for admission. All applicants who are not citizens of the United States are classified as foreign students for admission purposes. (See the Graduate School Bulletin for further information).

Record Maintenance and Disposition

All records, including academic records from other institutions, become the official file and can neither be returned nor duplicated for any purpose.

Admission credentials and application data are retained for one year only. This regulation pertains to applicants who: did not register for courses at the period for which they had been admitted; did not respond to a departmental request for additional information; did not respond to requests for additional transcripts or test results; were disapproved for admission.

Student Advisement

Upon admission to the Graduate Program each student is assigned an academic adviser from the major area of concentration. The student is also assigned an adviser in the secondary area of interest. The adviser assignments are subject to change as additional interests of the student are determined or upon request of the adviser or advisee. The adviser is available for academic counseling and guides the student in a plan of study, determination of thesis or nonthesis option, and selection of thesis chairman or readers for the seminar paper.

A nondegree student is assigned an adviser at the time of acceptance. An official record of courses is kept for all nondegree students. If a student subsequently wishes to enter the degree program, reapplication is necessary. While consideration may be given at a later date to the application of credits earned toward a degree program while in this status, there is no assurance that such requests will be granted. If granted, a maximum of six credits may be transferred.

Plan of Study

A Plan of Study form for all graduate degree students (which outlines the student's expected progression through the degree requirements) must be filled out by the student and the faculty adviser. One copy of this Plan of Study must be filed with the Graduate Office by the beginning of the second semester of study (or at the end of nine hours, in the

case of part-time students). A second copy of the Plan of Study remains in the student's School of Nursing file. Any major alteration of the plan necessitates the refiling of an amended plan. It is suggested that students retain a copy of this plan for their own files.

The entire course of study constitutes a unified program approved by the student's major adviser and by the Graduate School. Faculty in each department provide individualized guidance in the selection of courses based upon guidelines and policies approved by the Graduate Curriculum Committee and the Graduate School. Considerable flexibility is possible within the framework of a student's area of interest and specific career goals. Beginning competence in research is provided by the inclusion of courses in research and statistics.

All students are required to successfully pass a written comprehensive examination. Additional regulations and requirements may be found in the Baltimore campus bulletin of the Graduate School and in Important Dates for Advisers and Students, issued each year by the Graduate School.

REGISTRATION

Registration is conducted by the Office of Admissions and Registrations, UMAB campus. The student receives detailed instructions concerning dates and registration procedures. Each matriculated student in the School of Nursing must obtain official approval from an adviser for all courses in which enrollment is sought outside the School of Nursing. Credit is granted only if such courses have had prior approval and are successfully completed. Students must file a list of these courses with the registrar on a registration card signed by the adviser. Graduate students are not permitted to enroll for courses on a pass/fail basis.

Students admitted to the Graduate School pay graduate tuition fees whether or not the credit will be used to satisfy program requirements. Graduate credit will not be given unless the student has been admitted to the Graduate School. The admission of a new student is validated when he registers for and completes at least one course during the semester for which entrance was authorized.



Every student must register during the official registration period. Students failing to register during these periods must utilize late registration dates and have the consent of their adviser, the course instructor, the Graduate School, and the registrar.

Late Registration Fee ----- \$20.00

Change Fee, charged for each change in program ----- 5.00

Registration is completed with the payment of the required fees. Privileges of the university are available only after registration has been completed.

COURSE WORK

Withdrawal

A withdrawal is noted on the student's transcript by a "WD". In cases of excessive absences from courses an "F" is given unless the student officially withdraws from a course. The semester credits for the "F" grade are computed in the grade point average.

Unsatisfactory Achievement

At the end of each semester, the record of any students with a grade point average below 3.0 is reviewed by the Graduate Committee on Admissions, Progression and Graduation. The student is placed on probation and permitted another semester of full-time study (or four courses part-time) upon recommendation of the committee. A student's registration in the graduate program may be discontinued at any time if work or progress is deemed unsatisfactory.

1. When either the cumulative or semester grade point average is between 2.71 and 2.99 at the end of any semester of study, the student is placed on probation and permitted another semester of study upon recommendation of the Graduate Committee on Admissions, Progression and Graduation. At the end of the semester on probation, the cumulative grade point average must be 3.0 in order for the student to remain in the school.
2. When the grade point average is 2.7 or below upon completion of one semester (or four courses) of graduate study, the student is requested to withdraw upon recommendation of the Graduate Committee on Admissions, Progression and Graduation and the Dean of the Graduate School.
3. The record of a part-time student is reviewed by the Graduate Committee on Admissions, Progression and Graduation when four courses are completed. If the grade point average is below 3.0, the committee may recommend probation status for a semester. If the grade point average is 2.7 or below, the student is requested to withdraw.

Incomplete

A grade of "I" (Incomplete) is given if course work is not completed. If the student does not complete the course requirements within the following semester, the "I" grade is changed to an "F" grade or the grade appropriate to a computation without the missing work. The evaluation of the missing work is determined by the instructor of the course and the semester credits for the consequent grade are computed in the grade point average. Certain exceptions are made for graduate courses requiring two or more semesters of work before a grade can be determined and courses involving the writing of a thesis or clinical paper for which a grade cannot be given until the work has been accepted. Students with provisional admission or on academic probation may not register for additional course work until the "I" grade is removed.

Transfer Credits

A maximum of six credits of acceptable graduate level course work may be applied toward the master's degree as transfer from another school or from the course work only status. Permission must be given by the major adviser and the Graduate School before any credits are transferred. In order to be eligible for transfer, the transfer course must have been taken within the five-year time limit for the degree, and it may not have been used to

satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the final grade point average (GPA).

Credit by Examination

A graduate student may receive credit-by-examination only for a course for which he is otherwise eligible to receive graduate degree credit. A maximum of six credits is possible through credit-by-examination; nine credits can be accepted in the Primary Care program. A graduate student seeking to utilize this option must obtain the consent of the adviser and of the instructor currently responsible for the course. The Graduate School maintains a list of courses for which examinations are available or will be prepared. Full-time students are charged \$30.00 for each course examination regardless of the number of credits. This fee is paid upon application for the examination and is not refundable regardless of whether or not the student completes the examination. Part-time students are charged in the same cost-per-credit-hour basis as though they were taking the course in the regular manner.

SCHOLASTIC REQUIREMENTS

The Graduate School requires that a student achieve a "B" or 3.0 GPA for the entire program. No grade below a "C" is acceptable towards the graduate degree. The School of Nursing requires that a student receive a "B" or higher in the nursing courses in his/her area of concentration. Any course with a grade below "B" in the area of concentration must be repeated.

Since graduate students must maintain an overall "B" average, every credit hour of "C" in course work must be balanced by a credit hour of "A". A course in which a grade of less than "B" is received may be repeated. The grade on the repeated course whether it is higher or lower than the original grade replaces the original grade. Courses in the degree program which are completed with a "D" or "F" must be repeated. Grades earned for thesis research are not included in the computation of the GPA.

Grades from courses which are transferred in for degree credit from other schools and/or previous study are also not included in the computation of the GPA.

Incomplete grades must be removed the following semester and before the degree is conferred. A course with an incomplete grade should not be repeated; the incomplete should be removed in all cases. Incompletes received for research credits will be removed when the thesis has been certified by the appropriate oral examination committee.

Withdrawal, Suspension, Dismissal

A "Graduate School Program Withdrawal Form" must be completed and submitted when a student officially withdraws from the Graduate Program. An application for withdrawal bearing the proper signatures must be filed in the Office of the Registrar. If a student leaves the university prior to the conclusion of a semester or session, the date used in computing a refund is the date the application for withdrawal is filed in the registrar's office. A student who withdraws during the semester and does not file an application for withdrawal with the registrar will receive marks of failure in all courses and will forfeit the right to any refund.

Faculty adviser and graduate student share the responsibility for the student's progress. Students are expected to comply with rules and procedures of the Graduate School as well as with specific requirements established by individual departments. In fulfilling this responsibility the student should seek the advice of a faculty adviser, department chairperson, and/or the administrative officers of the School of Nursing and the staff of the Dean for Graduate Studies.

Procedures are established to protect the institution's integrity and the individual student's interests and welfare. The University of Maryland, through its various faculties and appropriate committees, reserves the discretionary right to suspend any student from the university for failure to maintain a satisfactory academic record, acceptable personal behavior, accepted standards of practice in a clinical agency, or satisfactory standard of health.

When the actions of a student are judged by competent authority using established procedure to be detrimental to the interests of the university community, that person may be required to withdraw from the university.

FEES AND EXPENSES

Matriculation (new students)	\$15.00
Tuition—per credit (in-state)	50.00
Tuition—per credit (out-of-state)	85.00
Supporting Facilities Fee (full-time) per semester	30.00
Supporting Facilities Fee (part-time) per semester	6.00
Student Health Fee (full-time) per semester	5.00
Student Health Fee (part-time) per semester	2.00
Health Insurance (Blue Cross)*	
One Person	65.88
Two Persons	135.06
Family	177.54
Student Activity Fee (\$7.00 per semester)	14.00
Graduation Fee	15.00
Late Registration Fee	20.00
Change Fee	5.00

*Student Health

Health insurance is required of all full-time professional school students (nine or more semester hours) in addition to the Student Health Fee. The insurance coverage at the University of Maryland at Baltimore is Blue Cross-Blue Shield Diagnostic and Major Medical. Additional information concerning this program may be obtained from the Student Health Office.

Students with equivalent insurance coverage must provide proof of such membership at the time of registration and obtain a hospital insurance waiver.

Malpractice Insurance

All graduate nursing students are required to carry professional malpractice insurance throughout their academic program. Documentation of coverage is required at the time of registration and must meet the amount set by the School of Nursing and clinical agencies.

Financial Aid

Students who meet admission requirements and are U.S. citizens are eligible to apply to the School of Nursing for federal funds for full-time study. Professional nurse traineeships available from the Division of Nursing, Health Resources Administration, Health, Education, and Welfare, provide tuition, fees, and a monthly stipend. Students in psychiatric nursing are eligible for support under a grant from the National Institute of Mental Health. Since there are limitations on the number of traineeships available, applicants are ranked according to total professional background.

In the case of either type of traineeships, prospective students make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established. Graduate students also are referred to the Federal Nursing Loan and Scholarship Program described under the undergraduate financial aid section of this bulletin.

Graduation

Requirements for graduation from the master's degree program include: completion of the planned program within a five-year period, achieving a cumulative grade point average of "B" or 3.0, and completion of a minimum of one year of full-time study or its equivalent.

Application for the diploma must be filed with the Office of the Registrar within the first three weeks of the semester in which the candidate expects to obtain a degree except

during the summer session. During the summer session, the application must be filed in the Office of the Registrar during the first week of classes.

If, for any reason, a student does not graduate at the end of the semester in which he applies for the diploma he must reapply for it in the semester in which he expects to graduate.

EMPLOYMENT OPPORTUNITIES

Graduates of the masters degree program of the University of Maryland have a variety of employment opportunities. Surveys of recent graduates (since 1975) indicate 100% employment. Approximately 60% of these graduates are employed in hospitals, 30% as faculty in schools of nursing and 10% in other areas including nursing homes, community mental health and public health clinics. Salaries vary with the type of position, the setting, the geographical areas, and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, D.C. area for new master's graduates range from \$12,709—\$18,000 per year.

GRADUATE STUDENT ORGANIZATION

Graduates in Nursing (GIN) is an organization of all the students in the graduate program in the School of Nursing. The purpose of the organization is to foster unity among graduate students to aid in the pursuit of individual, institutional and professional goals, and to enhance communication among students, faculty and the community. Student representatives function in a liaison capacity by serving on various school and university committees. GIN serves the graduate student body through orientation programs, a monthly newsletter, education and social functions, and the establishment of ad hoc committees when student, faculty and community needs arise.

COURSE DESCRIPTIONS

NURS 602 CONCEPTUAL FRAMEWORK FOR NURSING PRACTICE (6) This course provides an introduction to the articulation of a philosophy of nursing to a conceptual framework for nursing practice. The philosophy states that the personal, cognitive, and physical expressions of health interact throughout life and unfold in dynamic interplay with the environment. The three-hour lecture session each week emphasizes the study of scientific concepts which influence man's expressions of health. The other three credits will provide departmentally supervised clinical practicum with emphasis on assessment and on evaluation of nursing interventions or regulatory processes. (Reid and Staff)

NURS 604 FOUNDATIONS OF ROLE PREPARATION IN NURSING (2) An exploration and analysis of commonalities inherent in nursing practice in various roles. Content from systems, role, organizational behavior, consultation, learning and change theories provides the basis for synthesis into a conceptual framework of practice in teaching, clinical practice and administration. (Hechenberger)

NURS 606 INFLUENTIAL FORCES, HEALTH CARE AND HEALTH CARE SYSTEMS (2) The identification and analysis of the economic, social, political and educational forces which influence the health of man, affect the health care delivery system and produce changes in nursing. (Proulx)

NURS 608 SPECIAL PROBLEMS IN NURSING (1-3) The major objective of this course is to develop further clinical competencies in selected students who wish to use an interdepartmental approach. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 611 INTRODUCTION TO CONCEPTS AND TECHNIQUES OF PRIMARY CARE NURSING (2) This course emphasizes the development of the student's concepts of the expanded nursing role. It builds on assessment skills and knowledges pertaining to the conceptual framework acquired in NURS 602. It provides opportunity to collect and analyze data with a variety of skills and techniques that expand the nursing process for the health of adults. Requisite: NURS 602, NPHY 602. (Guberski and Jones)

NURS 613 CLINICAL DIAGNOSIS AND MANAGEMENT I (4) This course prepares the student to function at a beginning level as a nurse practitioner in an ambulatory setting. This is the first of two sequential courses which focuses on a different set of health problems for study. The student applies the nursing process by performing communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive and physical health of clients with common health problems. Prerequisite: NURS 611.

NURS 614 CLINICAL DIAGNOSIS AND MANAGEMENT II (4) This course prepares the student to function as a nurse practitioner in an ambulatory setting with clients who have complex health problems. This is the second of two sequential courses which apply the nursing process by performing communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive, and physical health of clients. Prerequisite: NURS 613. (Staff)

NURS 615 ADVANCED PRIMARY HEALTH CARE (5) This course consists of an intensive applied clinical experience and seminar sessions. It is designed to assist the student in analyzing multiple variables in health and disease, and through a problem-solving approach, determine an optimal plan in relation to both short and long-term goals. The emphasis is an increased independence and decision-making in an interprofessional environment. Prerequisite: NURS 613 and 614. (Staff)

NURS 618 SPECIAL PROBLEMS IN PRIMARY CARE (1-3) An independent study course which allows students in the primary care department to develop special competencies or obtain in-depth clinical experience. Students outside the Department of Primary Care may select this course to study selected concepts relating to primary care nursing. Registration upon consent of adviser. Students may register for varying units of credit ranging from one-three credits. (Staff)

NURS 621 MEDICAL-SURGICAL NURSING I (2) The first level Medical-Surgical Nursing course focuses on the adaptation-stress model with consideration of how stress affects the expressions of health in an adult client. Contemporary nursing theories relating to this content are examined. The course emphasizes the interrelationships of concepts as they are utilized for adult clients with physiological alterations. Nursing strategies are identified based upon the expressions of health which are affected by stress and adaptation. The course builds upon NURS 602 and NPHY 602 which is studied concurrently or prior to NURS 621. (Staff)

NURS 622 MEDICAL-SURGICAL NURSING II (4) Building on NURS 602 and the first level Medical-Surgical Nursing course, NURS 622 focuses on the influence that developmental processes in the adult client have physical, personal, and cognitive expressions of health. Emphasis is placed on the development, implementation and evaluation of nursing strategies based on the conceptual framework which is congruent with the student's philosophy of nursing. The practicum is individualized in order to extend and/or strengthen the skills gained in NURS 602 and NURS 621 to promote the progression of students towards the attainment of their respective clinical goals. NURS 602, 621 and NPHY 602 are prerequisites. (Staff)

NURS 628 SPECIAL PROBLEMS IN MEDICAL-SURGICAL NURSING (1-3) The major objective of this course is to develop further clinical competencies within the broad

category of medical-surgical nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 631 MATERNAL AND INFANT NURSING I (3) First semester of a two-semester sequence. A conceptual approach which focuses on extensive understanding of nursing in society's total program of maternal health services with emphasis on increased practitioner skills for independent and collaborative components of professional nursing of mothers and infants. (Neal and staff)

NURS 632 MATERNAL AND INFANT NURSING II (3) Second semester of a two-semester sequence. NURS 631 is prerequisite. (Neal and staff)

NURS 633 PROFESSIONAL NURSING, CHILDBEARING AND CHILDREARING (2) Second semester. The interrelated needs of parents and children are studied in the light of recent trends in family care and guidance. Focus is on the study of social factors influencing maternal and child nursing, the relationship of current problems and their significance in childbearing and childrearing. (Neal and staff)

NURS 634 SCIENTIFIC BASIS OF MATERNAL AND INFANT NURSING I (2) A study of scientific concepts which influence life processes as they relate to maternal and infant nursing. (Neal and staff)

NURS 635 SCIENTIFIC BASIS OF MATERNAL AND INFANT NURSING II (2) The course builds upon and extends the application of scientific concepts to maternal and infant nursing which was begun in NURS 634. (Neal and staff)

NURS 638 SPECIAL PROBLEMS IN MATERNITY NURSING (1-3) The major objective of this course is to develop further competencies in the area of maternity nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Neal and staff)

NURS 641 NURSING OF CHILDREN I (3) First semester of a two-semester sequence. Focuses on extensive knowledge and understanding of nursing in society's total program of child health services and on gaining increased practitioner skills in professional nursing of children. (Neal and staff)

NURS 642 NURSING OF CHILDREN II (3) Second semester of a two-semester sequence. NURS 641 is prerequisite. (Neal and staff)

NURS 643 SCIENTIFIC BASIS OF NURSING OF CHILDREN I (2) A study of scientific concepts which influence life processes as they relate to the nursing of children. (Neal and staff)

NURS 644 SCIENTIFIC BASIS OF NURSING OF CHILDREN II (2) This course builds upon and extends the application of scientific concepts to nursing of children which was begun in NURS 643. (Neal and staff)

NURS 648 SPECIAL PROBLEMS IN NURSING OF CHILDREN (1-3) The major objective of this course is to develop further competencies in the area of nursing of children. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Neal and staff)

NURS 650 INDIVIDUAL THERAPY I (3) The course will consist of one theory seminar per week, clinical experience in which the student provides two hours of individual psychotherapy per week, and a supervisory seminar with individual supervision as needed. In this course, students are given the opportunity to examine and apply concepts that include dynamics of human behavior, formation of personality, the techniques of

problem-solving, and the skills of communication in relation to therapeutic nursing care of psychiatric patients. (Robinson)

NURS 651 INDIVIDUAL THERAPY II (3) The course will consist of a seminar every other week and clinical experience in which the student provides a minimum of two hours of individual psychotherapy per week. Supervision of the practicum is weekly. Twice a month the scheduled supervision will occur in a group; the alternate week's supervision is on an individual basis. Both process recordings and tape recorded interviews will be utilized. In this course, students are given the opportunity to expand their knowledge of concepts and therapeutic interventions with psychiatric patients which they identified in NURS 650 (Individual I) to be of particular interest or significance to them. NURS 650 is a prerequisite. (Robinson)

NURS 652 GROUP THEORY AND PRACTICE I (3) This course is designed to provide the basis for a conceptual framework in group psychotherapy. Emphasis is placed on the application of theory to group practice. Included is the study of the therapist's role in the development of technical and communication skills in group work. Each student is required to co-lead a group approved by the faculty. (McManama)

NURS 653 GROUP THEORY AND PRACTICE II (3) This course is designed to further develop the student's theoretical and clinical expertise in group work and group psychotherapy. Emphasis is placed on the role of the therapist in the integration and utilization of theoretical concepts to clinical group practice and in developing skills in supervision. NURS 652 is a prerequisite.

Specialized group therapy techniques and research relate to group practice are reviewed. Each student is required to co-lead a group approved by the faculty.

(McManama)

NURS 654 LIAISON NURSING I (3) The students gain skills in therapeutic interaction with hospitalized, physically ill patients based upon their assessment of the patient's psychological needs and an evaluation of appropriate vehicles for their gratification. Goals are established which take into consideration physiological versus psychological priorities, assigning weights in terms of immediacy of need. The hospital is viewed as a social system, and means of interacting effectively in it are explored. (Robinson)

NURS 655 ORIENTATION TO CRITICAL CONCEPTS IN FAMILY (3) Orientation to the theories and techniques of family therapy. Emphasis on family systems theory. Interview experience with selected families and development of observational skills.

(Cain and Ward)

NURS 656 INTRODUCTION TO CLINICAL PRACTICE WITH FAMILIES (3) Orientation to the role of the clinician in family therapy. Emphasis is on the identification of existing family behavior patterns. Clinical practice with at least one family. (Cain)

NURS 657 ADVANCED CLINICAL PRACTICE WITH FAMILIES (3) Advanced clinical practice and refinement of clinical skills. (Cain)

NURS 658 SPECIAL PROBLEMS IN ADULT PSYCHIATRIC NURSING (1-3) The major objective of this course is to develop further competencies in the area of adult psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 660 INTRODUCTION TO SELECTED ASPECTS OF CHILD DEVELOPMENT I (2) This course explores selective theoretical concepts of child development during the first six years of life. Emphasis is placed on integrating personality development and intellectual development. Assessment tools which reflect the theories presented will be discussed. No prerequisites. (McElroy)

NURS 661 ORIENTATION TO CRITICAL PROBLEMS IN FAMILY-CHILD RELATIONSHIPS I (2) First semester of a two-semester sequence. Examination of theoretical concepts of normal and abnormal psychological developments that are applicable to nursing situations. (Staff)

NURS 662 ORIENTATION TO CRITICAL PROBLEMS IN FAMILY-CHILD RELATIONSHIPS II (2) Second semester of a two-semester sequence. NURS 661 is prerequisite. (Staff)

NURS 663 NURSING OF PRESCHOOL CHILDREN WITH DEVIANT BEHAVIOR (2) Second semester. Laboratory experience with preschool children. Emphasis is on using observations, participation and understanding of play, play materials and language as media utilized by children to express themselves to the nurse. (Staff)

NURS 664 INTRODUCTION TO SELECTED ASPECTS OF CHILD DEVELOPMENT II (2) This course explores selective theoretical concepts of child development during the years from seven through adolescence. Emphasis is placed on examining the following theorists: Erikson, Winnicott, Lidz and Piaget. NURS 660 is a prerequisite to this course. (McElroy)

NURS 665 COMPREHENSIVE CARE OF CHILDREN WITH PSYCHIATRIC DISORDERS I (4) First semester of a two-semester sequence. Assessment of child psychiatric nursing practice in primary, secondary, and tertiary prevention of emotional disturbances in children. Students gain experience in practice of treatment modalities in inpatient and community settings. (Staff)

NURS 666 COMPREHENSIVE CARE OF CHILDREN WITH PSYCHIATRIC DISORDERS II (4) Second semester of a two-semester sequence. NURS 665 is prerequisite. (Staff)

NURS 668 SPECIAL PROBLEMS IN CHILD PSYCHIATRIC NURSING (1-3) The major objective of this course is to develop further competencies in the area of child psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 670 SCHOOL HEALTH (2) This course is designed to examine factors and programs that contribute to the promotion and maintenance of health in the school population. The development of school health programs and nursing services are discussed. Issues, legislation and organizations involved in school health are explored. Prerequisite: NURS 602 or permission of Instructor. Offered fall semester. (Northrop)



NURS 671 EPIDEMIOLOGY (2) A contemporary approach to epidemiological concepts and methods. General considerations and laboratory application to data in specific situations. Open to non-nursing majors with permission of instructor. Prerequisite: Statistics. Offered spring semester. (Kohler)

NURS 672 COMMUNITY HEALTH NURSING I (1) This first level departmental course is given concurrently with NURS 602 and is designed to identify, describe, and define concepts of the conceptual framework that are relevant for community health nursing practice. Family and community are employed as the basic units of study, and the construct, health, is considered the norm to be maintained or achieved. Requisite: NURS 602. (Ruth and White)

NURS 673 COMMUNITY HEALTH NURSING II (3) This is a required second level departmental course. While the families that students selected in Community Health Nursing I continue to serve as the basic unit of analysis, emphasis shifts to the study of the community. The community's structure and level of functioning, and the interrelatedness between community health and family health is explored. Participation in community organizations and the investigation of community health nursing practice is included in the practicum. Prerequisites: NURS 602, NURS 606, and NURS 672. Offered fall semester. (Lenz)

NURS 674 COMMUNITY HEALTH NURSING WITHIN THE HEALTH CARE SYSTEM (2) This course focuses upon the relationship between the health level of the community and the organization of the health care system. Social and political forces, and major public policies that are shaping the organization and delivery of community health nursing services will be analyzed. An examination of theory, research, governmental and other professional documents will provide the bases for discussion as to how effective and efficient services can be achieved. Various systems of health care organization will be compared in terms of health level, structure, and reimbursement mechanisms. Prerequisites: NURS 672, NURS 606. Offered spring Semester. (Ruth and White)

NURS 675 COMMUNITY HEALTH NURSING III (2) This is a required third level departmental course for students whose area of concentration is community health nursing. It is given concurrently with the practicum in role preparation. The emphasis is upon intervention strategies as applied to selected roles in community health nursing. Prerequisites: NURS 602, NURS 604, NURS 606, NURS 672 and NURS 673. (Northrop and Ruth)

NURS 676 COMMUNITY HEALTH GROUPS: LEADERSHIP STRATEGIES (2) The theory content and practicum of this course offers learning experiences particularly pertinent and applicable to working with well families and health-oriented community groups. The course is designed to provide graduate students in community health an opportunity to gain additional skills in the use of group leadership strategies to bring about change toward defined goals and objectives. Prerequisites: Basic course in group dynamics; NURS 602, NURS 604, and NURS 672. (Boyd and White)

NURS 677 URBAN HEALTH (2) This course focuses on the impact of demographic and social change on health in the urban setting. Emphasis is on viewing health and health services within an analytical perspective stressing interrelationships with urban structure, patterns of demographic transition, urban life styles and environments, and the resources and strengths of urban community systems. Open to non-nursing majors with permission of instructor. Fall semester. (Lenz)

NURS 678 SPECIAL PROBLEMS IN COMMUNITY HEALTH NURSING (1-3) The major objective of this course is to develop further competencies within the area of community health nursing. Registration by consent of adviser. Students may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 680 CURRICULUM AND INSTRUCTION IN NURSING EDUCATION (3) This course combines the elements of the curriculum process with instructional principles and methodologies through both faculty and student conducted seminars. It is designed to assist the student in the understanding and application of the foundations and methods of curriculum development. Pre or corequisite: NURS 604. (Blakeney)

NURS 682 PRACTICUM IN TEACHING IN NURSING (3) Experience in clinical and classroom settings promotes the opportunity for development and increased skill in the total teaching learning process. An analytical approach to teaching effectiveness is emphasized. Placement in junior college baccalaureate programs or inservice settings is arranged according to track selected. Pre or corequisite: NURS 680. (Staff)

NURS 683 PRACTICUM FOR CLINICAL SPECIALIST IN NURSING (4) Supervised experience which will prepare the graduate student to function in the role of clinical specialist. Placement may be in community or home settings, chronic and long-term care facilities as well as intensive care units. Taken concurrent with NURS 684. (Staff)

NURS 684 SEMINAR IN NURSING—CLINICAL SPECIALIZATION (2) The purpose of this course is to provide the knowledge, understanding and skill necessary to function as a clinical specialist. (Staff)

NURS 685 INSTRUCTIONAL SKILLS (3) This course, conducted by means of micro teaching lab, fosters the development and analysis of selected teaching skills directed at predetermined levels of functioning in the cognitive, affective and psychomotor domains. Prerequisites: NURS 604, and two semesters of clinical course work. Pre or corequisite: NURS 680. (Robinette)

NURS 688 SPECIAL PROBLEMS IN NURSING EDUCATION (1–3) The major objectives of this course is to develop further competencies in the area of teaching. Registration upon consent of adviser. Student may register for one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 689 SPECIAL PROBLEMS IN CLINICAL SPECIALIZATION (1–3) The major objective of this course is to develop further competencies in the areas of clinical specialization. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 691 ADMINISTRATION OF NURSING EDUCATION (2) Application of administrative processes as employed in nursing education settings. Comparison and contrasts of the administrative skill requirements among types of educational programs will be addressed where appropriate. Prerequisite: NURS 604. (Hechenberger)

NURS 692 ADMINISTRATION OF NURSING SERVICE (2) Examination and application of administrative processes employed in nursing service settings. The independent functions of nurse administrators in an organization, at various levels of decision making, are identified and analyzed. Prerequisite: NURS 604. (Proulx)

NURS 693 PRACTICUM IN NURSING SERVICE ADMINISTRATION (4) Field placements provide for synthesis of learning through observation of and participation in administrative activities. Placements are arranged to support skill development in keeping with the student's career goals. Regular conferences with university instructors and field preceptor enrich the student's learning opportunity. Prerequisite: NURS 692. (Proulx)

NURS 694 PRACTICUM IN NURSING EDUCATION ADMINISTRATION (4) Field placement provides for synthesis of learning through observation of and participation in administrative activities. Students may elect placement in baccalaureate or associate degree basic education programs or in staff development settings. Regular conferences with university instructors and the field preceptor enrich the student's learning opportunity. Prerequisite: NURS 691. (Hechenberger)

NURS 698 SPECIAL PROBLEMS IN NURSING ADMINISTRATION (1-3) The major objective of this course is to develop further competencies in the area of administration. Registration by consent of adviser. Student may register for one-three credits per semester with a maximum of six (6) credits per degree. (Staff)

NURS 701 RESEARCH METHODS AND MATERIALS IN NURSING (3) One four-hour lecture/lab a week. Includes basic understandings of the philosophy of research, the nature of scientific thinking, methods of research, and research literature in nursing. Working in teams, students plan and implement a research study. Basic statistics is prerequisite. (Shelley and staff)

NURS 702 APPLICATION OF INFERENTIAL STATISTICS TO NURSING RESEARCH DESIGNS (2) This course emphasizes the requirements and interpretation of inferential procedures widely used in nursing research designs. Statistical computer programs are utilized with actual nursing data. Selection of the most appropriate procedure is stressed. Data snooping and alternative analyses are studied, including bivariate correlation, partial correlation, one-way ANOVA, ANCOVA, multiple regression and various nonparametric analyses. Instrument reliability is computed and an overview of other procedures is presented. A pragmatic rather than mathematical approach is used. A three-hour class session each week combines lecture and lab. Prerequisite: NURS 701. (Staff)

NURS 708 SPECIAL PROBLEMS IN NURSING RESEARCH (1-3) The major objective of this course is to develop further research competencies in selected students. Registration upon consent of instructor. Variable amounts of credit ranging from one-three per semester may be taken with a maximum of six (6) credits per degree. (Staff)

NURS 771 OCCUPATIONAL HEALTH (2) This course provides an examination of issues and research in occupational health. The expressions of health of working segments of the adult population in various occupations will be explored. The role of the nurse in occupational health is considered in terms of legislation, private and public industry, unionized and nonunionized worker. Prerequisite: NURS 602 or permission of instructor. Offered spring semester. (Northrop)

NURS 799 MASTER'S THESIS RESEARCH (1-6) (Staff)

NPHY 421, 422 PRINCIPLES OF HUMAN PHYSIOLOGY (3, 3) Required for students majoring in maternal and child nursing. Open to all other students. (Urbaitis)

NPHY 480 HUMAN PHYSIOLOGY (3) The focus of this course is directed toward the study of selected areas in normal human physiology. Emphasis is given to analysis of normal function at the cellular and organ levels. Major regulatory and integrative mechanisms of the body are elaborated to elucidate body function. The course expands upon a basic knowledge of physiology. (Staff)

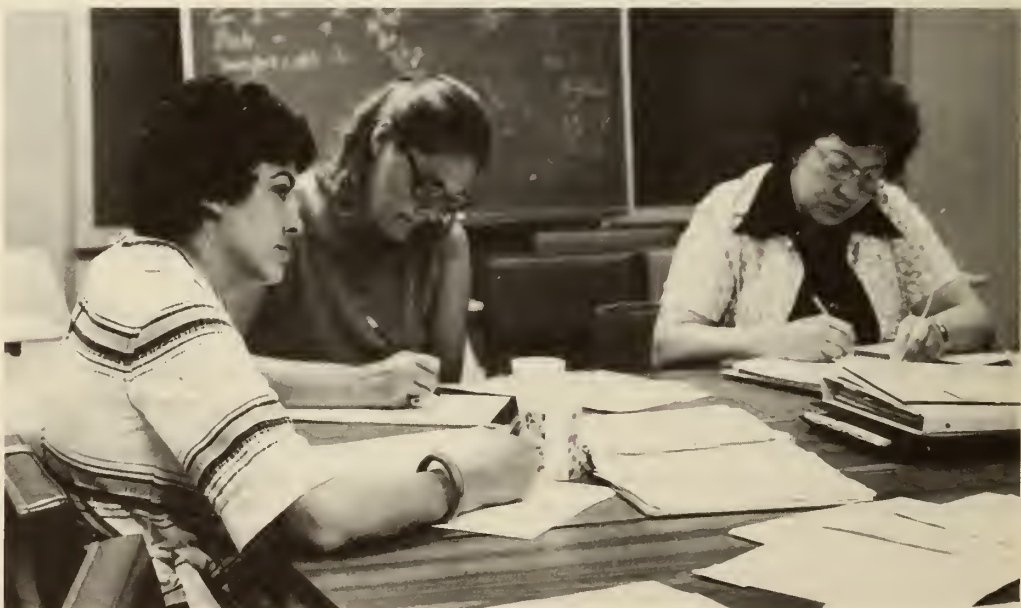
NPHY 610 METHODS AND PRINCIPLES OF APPLIED PHYSIOLOGY I (3) The first of two sequential courses designed to provide the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management.

The course elaborates upon specific pathophysiologic principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 480. (Edmunds)

NPHY 611 METHODS AND PRINCIPLES OF APPLIED PHYSIOLOGY II (3) The last of two sequential courses designed to provide the student with an in-depth base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management.

The course elaborates upon specific pathophysiologic entities and study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisites: NPHY 480 and NPHY 610. (Staff)

CONTINUING EDUCATION PROGRAM



CONTINUING EDUCATION PROGRAM

In recent years the School of Nursing has greatly increased the number of workshops, seminars and short courses designed to meet specific continuing education needs of practicing nurses in Maryland. These offerings are built upon the basic preparation of the registered nurse and are not a substitute for the organized sequence of studies leading to an academic degree.

The Continuing Education Program serves to enhance or update knowledge and professional competency in the delivery of health services. Participation of the learners during the planning, implementation and evaluation of each continuing education offering is encouraged. Activities are coordinated with professional groups, other educational institutions and health-related agencies in the state to encourage cooperative planning and interdisciplinary programming. In addition to three regional committees consisting of nurses in western Maryland, the Hagerstown area and the Eastern Shore, each workshop is sponsored by a special interest committee whose members participate in planning and evaluation.

A Council for Continuing Education of the Baltimore campus is composed of the Directors of Continuing Education in the seven professional schools. The number and scope of interdisciplinary courses has increased as a result of the council's activities.

A Faculty Advisory Committee in the School of Nursing assists with identifying continuing education needs and overall program planning. Faculty members participate in planning for an teaching in specific workshops as appropriate and serve as consultants to the program. The director of the Continuing Education Program serves as a consultant to the codirectors of an ongoing Primary Care Nurse Practitioner Program which is supported by a grant from the Division of Nursing, DHEW, for a three-year period.

Appropriate continuing education units (CEU's), based upon guidelines and criteria established by the National Task Force on the Continuing Education Unit, are awarded to participants completing offerings sponsored or cosponsored by the School of Nursing.



FACULTY



Dean Marion I. Murphy

THE FACULTY

UNIVERSITY OF MARYLAND SCHOOL OF NURSING

- Abbott, Nellie K., Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Waynesburg College, 1954; M. Litt., University of Pittsburgh, 1958; Ph.D., New York University, 1968; (RN)*
- Akehurst, Alice J., R.N. Advisor and Assistant Professor of Nursing
B.S., University of Maryland, 1958; M.S., 1966; (RN)
- Allanach, Bruce C., Instructor of Nursing (Psychiatric Nursing)
B.S., Boston University, 1967; M.N., University of Washington, 1973; (RN)
- Arnold, Thelma S., Assistant Professor (Nutrition)
B.S., Virginia Technologic and State University, 1961; M.S., Oregon State University, 1964; Ph.D., Virginia Technologic and State University, 1975
- Ashjian, Ann N., Assistant Professor of Nursing (Community Health Nursing)
B.S., St. Louis University, 1961; M.P.H., University of North Carolina, 1969; (RN)
- Awrey, June M., Assistant Professor of Nursing of Children (Graduate Program)
B.S., University of Western Ontario, 1961; M.A., University of Michigan, 1968; (RN)
- Bailey, Mary A., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Arizona State University, 1969; M.S., Medical College of Georgia, 1972; (RN)
- Baker, Patricia, Assistant Professor of Nursing (Medical and Surgical Nursing—Media)
B.S., University of Maryland, 1966; M.S., University of Pennsylvania, 1970; (RN)
- Bausell, R. Barker, Assistant Professor, Center for Research and Evaluation
B.S., University of Delaware, 1968; Ph.D., 1976
- Beck, Cheryl, Assistant Professor of Nursing (Maternity Nursing)
B.S.N., Western Connecticut College, 1970; M.S.N., Yale University, 1972; (RN) Certified Nurse-Midwife
- Berg, Ellen M., Assistant Professor of Nursing (Community Health Nursing)
B.S., Incarnate Word College, 1962; M.P.H., University of Minnesota, 1967; (RN)
- Blakeney, Hazle E., Chairperson, Career Development and Professor (Graduate Program)
B.S., Kansas State College, 1944; M.A., Teachers College, Columbia University, 1951; Ed.D., 1967; (RN)
- Boaz, Evelyn E., Instructor of Nursing (Community Health Nursing)
B.S., Roanoke College, 1962; B.S., Columbia University, 1966; M.P.H., University of Pittsburgh, 1975; (RN)
- Boland, Barbara, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Catherine Spaulding College, 1960; M.S., University of Maryland, 1973; (RN)
- Booth, Rachel Z., Chairperson, Primary Care Nursing and Assistant Professor (Graduate Program)
B.S., University of Maryland, 1968; M.S., 1970; (RN)**
- Booth, Sandra, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1959; M.S., 1975; (RN)
- Bowie, Reuben B., Instructor of Nursing (Medical and Surgical Nursing)
B.S., Tuskegee Institute, 1965; M.S., University of Maryland, 1973; (RN)
- Brewer, Thomas, Instructor of Nursing (Psychiatric Nursing)
B.A., Marquette University, 1965; B.S., 1968; M.S., University of Michigan, 1974; (RN)
- Brice, Betty, Assistant Professor of Nursing (Maternity Nursing)
B.S., Loretto Heights College, 1970; M.S., Columbia University, 1972; (RN) Certified Nurse-Midwife
- Brock, Anna M., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S.N., University of Maryland, 1969; M.Ed., 1972; Ph.D., University of Maryland, 1976; (RN)
- Brodkey, Caroline G., Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Miami, 1964; M.P.H., University of Minnesota, 1970; (RN)
- Brooks, Naomi, Instructor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1961; M.S., 1976; (RN)
- Brunner, Suzanne, Instructor of Nursing of Children (Graduate Program)
B.S., Ohio State University, 1972; M.S., University of Maryland, 1976; (RN)
- Cain, Ann M., Associate Professor of Psychiatric Nursing (Graduate Program)
B.S., Ohio State University, 1956; M.S., University of Colorado, 1959; Ph.D., University of Maryland, 1972; (RN)
- Carson, Verna J., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1968; M.S., 1973; (RN)*
- Carty, Arlene, Instructor of Nursing (Psychiatric Nursing)
B.S.N., Duquesne University, 1965; M.S.N., Catholic University of America, 1972; (RN)
- Chichester, Myra, Assistant Professor of Nursing (Maternity Nursing)
B.S.N., Columbia University, 1957; M.S., University of Maryland, 1971; (RN)
- Ciamillo, Carmiele, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Seton Hall University, 1968; M.S., University of Maryland, 1974; (RN)

- Clafflin, Marjorie E., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Bridgeport, 1963; M.S., University of Maryland, 1970; (RN)
- Cohen, Francine, Instructor of Nursing (Psychiatric Nursing)
B.S., Wagner College, 1971; B.S., Downstate Medical Center, 1974; M.S., Rutgers State University, 1976; (RN)
- Cohen, Marsha H., Instructor of Nursing (Pediatric Nursing)
B.S., University of Pennsylvania, 1966; M.S., University of Wisconsin, 1971; (RN)
- Damratowski, Frances J., Assistant Professor of Nursing (Maternity Nursing)
B.S., DePaul University, 1962; M.S., Catholic University of America, 1967; (RN) Certified Nurse-Midwife
- Davis, Ada R., Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1973; M.S., 1974; (RN)
- Dietrick, Helen, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1973; M.S., University of Maryland, 1974; (RN)
- Distasio, Carol A., Research Assistant Professor
B.S., University of Maryland, 1971; M.S., 1973; (RN)*
- Dorsey, Donna M., Assistant Professor of Nursing (Community Health Nursing)
B.S., East Carolina University, 1967; M.S., University of Maryland, 1975; (RN)
- Edmunds, Marilyn, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., Brigham Young University, 1964; M.S., DePaul University, 1970; (RN)
- Eggebroten, Evelyn Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Colorado, 1948; M.S., 1960; (RN)
- Ellis, Merlan O., Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Idaho, 1964; M.P.H., University of North Carolina, 1970; (RN)
- Ensor, Barbara, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1970; M.S., 1974; (RN)
- Ewing, Donna M., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.A., Allegheny College, 1960; B.S., University of Pittsburgh, 1964; M.S., University of Washington, 1973; (RN)
- Eyster, Donna, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1969; M.S., Ohio State University, 1972; (RN)
- Fischman, Susan, Assistant Professor of Maternity Nursing (Graduate Program)
B.S.N., University of Michigan, 1957; M.P.H., Johns Hopkins University, 1965; Dr. P.H., 1974; (RN)
Certified Nurse-Midwife*,**
- Fisher, Myra, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Cincinnati, 1965; M.S., Catholic University of America, 1971; (RN)*
- Ford, Joshua, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., Case Western Reserve University, 1967; M.S.N., University of Texas at San Antonio, 1974; (RN)
- Fortier, Julie C., Assistant Professor of Nursing (Maternity Nursing)
B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1968; (RN)
- Fox, Eileen L., Assistant Professor of Nursing (Community Health Nursing)
B.S., Catholic University, 1965; M.S., 1973; (RN)
- Funk, Karen L., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Johns Hopkins University, 1971; M.Ed., 1973; (RN)
- Gannon, Mary Ellen, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Pittsburgh, 1961; M.S., University of Michigan, 1969; (RN) (On leave 1976-77)
- Gibbons, Jack E., Instructor of Nursing (Medical and Surgical Nursing)
B.S., Madison College, 1958; M.S.N., Ohio State University, 1975; (RN)
- Gipe, Florence M., Dean Emerita
B.S., Catholic University of America, 1937; M.S., University of Pennsylvania, 1940; Ed.D., University of Maryland, 1952; (RN)
- Goldberg, Evelyn, Research Assistant Professor
B.S. University of Maryland, 1967; Sc.D., Johns Hopkins University, 1971; (RN)*
- Goolkasian, Pauline, Assistant Professor of Nursing (Maternity Nursing)
B.S., Northeastern University, 1971; M.S., Catholic University of America, 1973; (RN)
- Gossard, Virginia A., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1966; M.S., 1970; (RN)
- Grimm, Patricia, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Connecticut, 1964; M.S., Catholic University, 1976; (RN)
- Gross, Elizabeth M., Assistant Professor of Nursing (Maternity Nursing)
B.S., University of California (San Francisco), 1966; M.S., 1968; (RN)
- Gruber, Patricia, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Incarnate College, 1956; M.S., St. Louis University, 1972; (RN)
- Guberski, Thomasine, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., American International College, 1964; M.S., University of Michigan, 1969; (RN)
- Gunnett, Ann E., Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1968; M.S., Case Western Reserve University, 1975; (RN)

Hale, Shirley L., Assistant Dean and Associate Professor
B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960; Ph.D., 1974; (RN)

Hamer, Lawrence A., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Iowa, 1968; M.A., 1973; (RN)

Hammack, Betty L., Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., University of Kentucky, 1965; M.S., University of Maryland, 1968; M.P.H., Johns Hopkins University, 1974; (RN)*

Hammond, Jean E., Instructor of Nursing (Pediatric Nursing)
B.S., Southern Connecticut State College, 1972; M.S.N., Yale University, 1974; (RN)

Hardman, Margaret, Assistant Professor of Nursing (Maternity Nursing)
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Harkleroad, Malissa A., Assistant Dean, Undergraduate Admissions and Progressions and Associate Professor
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Haymaker, Sharon R., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1970; M.S., Case Western Reserve University, 1973; (RN)

Hechenberger, Nan B., Associate Professor, Career Development: Administration of Nursing (Graduate Program)
B.S., Villanova University, 1956; M.S., Catholic University of America, 1959; Ph.D., 1973; (RN)

Henderson, Kathryn, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Syracuse University, 1970; M.S., University of Maryland, 1973; (RN)

Herberg, Paula, Assistant Professor of Nursing (Child Psychiatric Nursing)
B.S., California State, 1968; M.S., University of Maryland, 1972; (RN)

Hicks, Johnnye M., Assistant Professor of Maternity Nursing (Graduate Program)
B.S., Winston-Salem University, 1961; M.S., Yale University, 1965; (RN) Certified Nurse-Midwife

Higginbottom, Rhonda W., Instructor of Nursing (Medical and Surgical Nursing)
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Holt, Frieda, Associate Dean for Graduate Studies and Associate Professor (Graduate Program)
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Horan, Janet B., Instructor of Nursing (Community Health Nursing)
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Hughes, Elizabeth, Associate Professor, Career Development (Graduate Program)
B.S., Columbia University, 1960; M.S., University of Maryland, 1967; Ph.D., 1973; (RN)

Huss, Karen, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Maryland, 1969; M.S., 1975; (RN)

Jaffe, Robin, Assistant Professor (Psychiatric Nursing)
B.S.N., Cornell University, 1969; M.S., University of Maryland, 1973; (RN)

James, Doris M., Instructor of Nursing (Medical and Surgical Nursing)
B.S., Youngstown State University, 1964; M.S.N., University of North Carolina, 1974; (RN)

Jensen, Jo Anne, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of South Carolina, 1970; M.S., University of Colorado, 1976; (RN)

Johnson, Hazel, Assistant Dean and Assistant Professor; Director, Walter Reed Army Institute of Nursing
B.S., Villanova University, Pennsylvania, 1959; M.S., Teachers College, Columbia University, 1963; Ph.D., Catholic University of America, 1976; (RN)

Jones, Addie, Instructor in Nursing (Pediatric Nursing)
B.S., Omaha University, 1967; M.S., University of Colorado, 1972; (RN)

Jones, L. Colette, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., University of Nebraska, 1958; M.S., Catholic University of America, 1972; (RN)

Kennedy, Patricia H., Assistant Professor of Nursing (Psychiatric Nursing—Media)
B.S., University of Maryland, 1962; M.S., 1963; (RN)

Kerr, Sr. Charlotte, Instructor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1971; M.P.H., University of North Carolina, 1973; (RN)

Kessler, Jo Marie, Instructor of Nursing (Medical and Surgical Nursing)
B.S., California State University at Los Angeles, 1967; M.S., University of Maryland, 1976; (RN)

Klisch, Mary L., Instructor of Nursing (Psychiatric Nursing)
B.S., Catholic University of America, 1966; M.S., 1976; (RN)

Knepper, Glenn B., Instructor of Nursing (Community Health Nursing)
B.S., Ohio State University, 1966; M.P.H., University of North Carolina, 1970; (RN)

Kohler, Helen R., Director, Special R.N. Project and Associate Professor of Nursing (Community Health Nursing)
B.S., University of Pennsylvania 1960; M.S., University of Minnesota, 1962; Ph.D., University of North Carolina, 1974; (RN)* *

Koonz, F. Patricia, Director of Continuing Education and Assistant Professor (Continuing Education)
B.S., Seton Hall University, 1954; M.S., Catholic University of America, 1961; (RN)

Krall, Paulette, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1969; M.S.N., Loyola University of Chicago, 1974; (RN)

Krauss, Nancy, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1967; (RN)*

- Kreider, Mildred S., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S.N., Goshen College, 1958; M.S., University of Maryland, 1968; Ph.D., 1976; (RN)
- Kunder, Antonia, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Colorado, 1968; M.S., University of Maryland, 1973; (RN)
- Lawrence, Arlene M., Assistant Professor (Nutrition)
B.S., College of Misericordia, 1964; M.S., University of Maryland, 1973
- Lazor, Elizabeth, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Incarnate Word College, 1970; M.S.N., Medical College of Georgia, 1975; (RN)
- Leak, Elvira R., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S.N., D'Youville College, 1971; M.S., University of Maryland, 1973; (RN)
- Leavitt, Jean D., Instructor of Nursing (Pediatric Nursing)
B.S., University of Pittsburgh, 1968; M.S., 1970; (RN)
- Lensing William A., Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., Loyola University, 1966; M.S.N., University of Illinois, 1973; (RN)
- Lenz, Elizabeth R., Associate Professor of Community Health Nursing (Graduate Program)
B.S.N., DePauw University, 1964; M.S., Boston College, 1967; Ph.D., University of Delaware, 1976
- Lewis, Frances M., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Loretto Heights College, 1967; M.N., University of Washington, 1968; M.A., Stanford University, 1974; (RN)
- Lindberg, Ruth R., Instructor of Nursing (Pediatric Nursing)
B.S., University of Pittsburgh, 1968; M.S., University of Maryland, 1972; (RN)
- Lindsey, Ada M., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Ohio State University, 1959; M.S., 1960; (RN)
- Linthicum, Louise, Associate Professor of Maternity Nursing (Graduate Program)
B.S., Johns Hopkins University, 1959; M.S., University of Maryland, 1964; Ph.D., 1975; (RN)
- Madison, Ann S., Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1962; M.S., University of Pennsylvania, 1964; Ph.D., University of Maryland, 1973; (RN)
- Martin, Elizabeth A., Assistant Professor of Nursing (Maternity Nursing)
B.S.N., Tuskegee Institute, 1969; M.S., University of Maryland, 1974; (RN)
- Matejski, Myrtle S., Assistant Professor, Career Development: Teaching of Nursing (Graduate Program)
B.S., Boston University, 1953; M.S., 1954; A.M., 1958; (RN)
- Mayer, Judith A., Assistant Professor of Nursing (Maternity Nursing)
B.S., Northern Illinois University, 1973; M.S., 1974; (RN)
- McBee, Betty, Assistant Professor of Nursing (Maternity Nursing)
B.S., University of Maryland, 1967; M.S., 1971; (RN)
- McElroy, Evelyn M., Associate Professor of Psychiatric Nursing (Graduate Program)
B.S.N., University of Colorado, 1961; M.S., University of Maryland, 1966; Ph.D., 1973; (RN)**
- McEntee, Margaret, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Seton Hall University, 1968; M.S., University of Maryland, 1973; (RN)
- McFadden, Ellen, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Virginia, 1973; M.S., University of Maryland, 1974; (RN)
- McGinty, Margaret A., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1971; M.S., 1974; (RN)
- McManama, Delores A., Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., University of Minnesota, 1959; M.S.N., Catholic University of America, 1962; (RN)
- Mechalske, Helen R., Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Maryland, 1968; M.S.N., 1976; (RN)
- Melcolm, Norma J., Director, Senior Year and Assistant Professor
B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1969; (RN)
- Minahan, Sue P., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Texas Woman's University, 1962; M.N., University of Washington, 1973; (RN)
- Moleski, Carol, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1970; M.S., Arizona State University, 1975; (RN)
- Morgan, Ann P., Coordinator, Orientation and Faculty Development and Assistant Professor
B.S.N., Catholic University of America, 1960; M.S.N., 1971; (RN)
- Moseley, H. Jewel, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1959; M.S., 1963; (RN)
- Murphy, Marion I., Dean and Professor of Nursing
B.S., University of Minnesota, 1936; M.P.H., University of Michigan, 1946; Ph.D., 1959; (RN)
- Muth, Stephanie H. Assistant Professor of Nursing of Children (Graduate Program)
B.S., Capital University, 1963; M.S., University of California (San Francisco), 1969; (RN)
- Neal, Margaret T., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Southern Missionary College, 1965; M.S.N., Catholic University of America, 1970; (RN)
- Neal, Mary V., Chairperson, Maternal and Child Nursing and Professor (Graduate Program)
B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952; Ph.D., New York University, 1968; (RN)

Newman, Barbara R., Assistant Professor of Nursing (Medical-Surgical Nursing)
B.A., Oklahoma City University, 1970; M.S., University of Maryland, 1973; (RN)

Newton, Laura D., Instructor of Nursing (Maternity Nursing)
B.S.N., Duke University, 1967; M.S., University of Maryland, 1975; (RN)

Northrop, Cynthia E., Instructor of Community Health Nursing (Graduate Program)
B.S., Columbia Union College, 1972; M.S., University of Maryland, 1975; (RN)

Oatway, David M., Instructor of Nursing (Community Health Nursing)
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O'Brien, Maureen, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Boston College, 1964; M.A., Boston University, 1967; (RN)

O'Neal, Daniel J. III, Assistant Professor in Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1966; M.A., New York University, 1972; (RN)

O'Toole, Susan, Instructor of Nursing (Community Health Nursing)
B.S., Georgetown University, 1967; M.S., University of North Carolina, 1975; (RN)

Pape, Linda L., Assistant Professor of Nursing (Medical-Surgical Nursing)
B.S., Columbia University, 1963; M.N., University of Pittsburgh, 1972; (RN)

Parelhoff, Sally J., Assistant Professor of Nursing (Community Health Nursing)
B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1972; (RN)

Parker, Barbara J., Instructor of Nursing (Psychiatric Nursing)
B.S., University of Illinois, 1968; M.S., University of Maryland, 1976; (RN)

Peddycord, Karen S., Assistant Professor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1970; M.S., 1972; (RN)

Perry, Lesley A., Assistant Professor of Nursing (Pediatric Nursing)
B.S.N., Roberts Wesleyan College, 1966; M.S., Boston University, 1969; (RN)

Preston, Vivian G., Instructor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1970; M.S., Boston University, 1975; (RN)

Prorok, Colleen, Instructor of Child Psychiatric Nursing (Graduate Program)
B.S., D'Youville College, 1969; M.S., University of Maryland, 1973; (RN)*

Proulx, Joseph R., Associate Professor, Career Development: Administration of Nursing (Graduate Program)
B.S., University of Bridgeport, 1961; M.S.N., University of Pennsylvania, 1966; Ed.D., Teachers College, Columbia University, 1972; (RN)

Rapson, Mary, Assistant Professor in Primary Care Nursing (Graduate Program)
B.S., University of Maryland, 1961; M.S., 1967; (RN)

Rawlings, Norma R., Assistant Professor of Nursing (Maternity Nursing-Media)
B.S., Winston-Salem University, 1964; M.S., University of Maryland, 1968; (RN)

Reid, Marlene B., Associate Professor of Psychiatric Nursing (Graduate Program)
B.S.N., Catholic University, 1960; M.S.N., 1961; Ph.D., 1969; (RN)

Reiff-Ross, Eleanor, Assistant Professor, Center for Research and Evaluation
A.B., Hunter College, 1947; A.M., Columbia University, 1948; M.Ed., University of Maryland, 1968; Ph.D., 1972

Robinette, Marjorie, Assistant Professor, Career Development: Teaching of Nursing (Graduate Program)
B.S., University of Maryland, 1965; M.S., 1968; (RN)

Robinson, Lisa, Professor of Psychiatric Nursing (Graduate Program)
B.S., American University, 1961; M.S., University of Maryland, 1965; Ph.D., 1970; (RN)**

Rojek, Evelyn, Assistant Professor of Nursing (Medical-Surgical Nursing)
B.S.N., DePaul University, 1958; M.S.N., Catholic University of America, 1974; (RN)

Rollings, Jo Ann, Instructor of Nursing (Medical-Surgical Nursing)
B.S., Baylor University, 1969; M.N., University of Washington, 1974; (RN)

Ruth, Mary V., Chairperson, Community Health Nursing and Associate Professor (Graduate Program)
B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr. P. H., Johns Hopkins University, 1976; (RN) Certified Nurse-Midwife

Ryan, Judith W., Assistant Professor of Nursing (Primary Care: Continuing Education)
B.S., University of Connecticut, 1965; M.S., Boston University, 1967; (RN)

Sanbury, Virginia, Assistant Professor of Nursing (Pediatric Nursing)
B.S., Johns Hopkins University, 1956; M.S., Boston University, 1966; (RN)

Sands, Rosetta, Assistant Dean, Undergraduate Curriculum and Assistant Professor
B.S., University of Maryland, 1966; M.S., 1970; (RN)

Sayle, Suzanne F., Instructor of Nursing (Psychiatric Nursing)
A.S., Briarcliff College, 1970; B.S., Cornell University, 1972; M.S., University of Maryland, 1976; (RN)

Scott, Doris E., Assistant Professor of Nursing (Human Development)
B.S.N., Dillard University, 1963; M.S., Boston University, 1968; (RN)*

Shelley, Sonya I., Director, Research and Evaluation Center and Associate Professor
B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1973

Shubkagel, Betty L., Chairperson and Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1954; M.N.Ed., Emory University, 1957; Ph.D., University of Maryland, 1976; (RN)

- Silber, Deborah H., Instructor of Nursing (Psychiatric Nursing-Alcoholism and Drug Abuse)
B.S., University of Maryland, 1973; M.S., 1974; (RN)
- Small, Norma R., Assistant Professor of Nursing (Medical-Surgical Nursing)
B.S., Incarnate Word College, 1965; M.S., University of Colorado, 1971; (RN)
- Smith, Claudia M., Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1965; M.P.H., University of North Carolina, 1971; (RN)
- Smith, Mary E., Instructor of Nursing (Medical-Surgical Nursing)
B.S., Misericordia College, 1968; M.N., University of Florida, 1973; (RN)
- Smith, Ruth S., Assistant Professor of Nursing (Medical-Surgical Nursing)
A.B., Asbury College, 1960; M.N.Ed., University of Pittsburgh, 1964; (RN)
- Smith, Sheila C., Instructor of Nursing (Pediatric Nursing)
B.S.N., Indiana University, 1970; M.S., 1974; (RN)
- Solomon, Natalie S., Instructor of Nursing (Community Health Nursing)
B.S., Skidmore College, 1971; M.S., New York University, 1974; (RN)
- Spilman, Helen P., Instructor of Nursing (Medical-Surgical Nursing)
B.S., University of Maryland, 1971; M.S., 1974; (RN)
- Spivack, Barbara J., Coordinator for Student Personnel Services
A.B., Michigan State University, 1965; M.A., 1969
- Stabingas, Sandra F., Instructor of Nursing (Medical-Surgical Nursing)
B.S., University of Maryland, 1968; M.S.N., University of Pennsylvania, 1975; (RN)
- Stewart, Daryl G., Assistant to the Dean, College Park
B.S., Cornell University, 1956; Ph.D., 1959
- Stremmel, Jean, Assistant Professor (Continuing Education)
B.S., Johns Hopkins University, 1954; M.S., University of Maryland, 1973; (RN)
- Stuart, Gail E., Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., Georgetown University, 1971; M.S., University of Maryland, 1973; (RN)
- Sullivan, Margaret A., Instructor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1971; M.S., 1974; (RN)
- Tross, Eleanor W., Assistant Professor of Nursing (Community Health Nursing)
B.S., Boston College, 1956; M.S., University of Pennsylvania, 1962; (RN)
- Veditz, Shirley R., Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1970; M.S., 1972; (RN)
- Venn, Regina, Director, Junior Year and Assistant Professor
B.S., University of Virginia, 1964; M.N., Emory University, 1968; (RN)
- Vineys, Eugenia A., Assistant Professor of Nursing (Pediatric Nursing)
B.S.N., Incarnate Word College, 1970; M.S.N., Texas Woman's University, 1974; (RN)
- Voigt, Irena L., Assistant Professor of Nursing (Pediatric Nursing)
B.S., Columbia Union College, 1967; M.S., University of Maryland, 1973; (RN)
- Waldo, Elizabeth M., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Cornell University, 1955; M.S., University of Maryland, 1974; (RN)
- Walker, Marcus L., Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Teachers College, Columbia University, 1957; M.A., Teachers College, 1959; M.P.H., Johns Hopkins University, 1972; Dr. P.H., 1976; (RN)
- Wallace, Margaret A., Assistant Professor of Maternity Nursing (Special Assistant: Graduate Program)
B.S.N.Ed., Duke University, 1955; A.M., 1958; Ed.D., 1964; (RN)*
- Waltz, Carolyn A., Associate Professor, Center for Research and Evaluation
B.S., University of Maryland, 1963; M.S., 1968; Ph.D., University of Delaware, 1976; (RN)
- Ward, Catherine E., Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., Johns Hopkins University, 1954; M.S., Boston University, 1962; (RN)
- Washington, Lawrence C., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1969; M.S.N., Catholic University of America, 1972; (RN)
- Waskey, Patricia A., Instructor of Nursing (Medical and Surgical Nursing)
B.S., St. Joseph College, 1970; M.S., University of Maryland, 1975; (RN)
- Watson, Eileen, Instructor of Nursing (Psychiatric Nursing)
B.S.N., Fairleigh Dickinson University, 1967; M.S.N., University of Texas at Austin, 1975; (RN)
- Weakland, Mary, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1970; M.S., University of Maryland, 1974; (RN)
- Wells, Carol G., Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., University of Texas, 1967; M.N., University of California, 1973; (RN)
- Weinstein, Ruth K., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1960; M.S., 1974; (RN)
- Weisburger, Linda, Instructor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1972; M.S., 1976; (RN)
- White, Caroline M., Assistant Professor in Community Health Nursing (Graduate Program)
B.S., Columbia University, 1962; M.P.H., Johns Hopkins University, 1964; Dr. P.H., 1974; (RN)
- Williams, Linda L., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Columbia Union College, 1962; M.S., University of Maryland, 1970; (RN)

Wilsker, Donna G., Assistant Professor of Nursing (Maternity Nursing)
 B.S., University of Bridgeport, 1971; M.S., University of Maryland, 1973; (RN)

Wilson, Margaret, Assistant Professor of Nursing (Pediatric Nursing)
 B.S., University of Missouri, 1967; M.S., University of Florida, 1972; (RN)

Wohlsen, Kathryn S., Associate Professor of Nursing (Community Health Nursing)
 A.B., Western Reserve University, 1938; M.N., 1941; M.A., Columbia University, 1947; (RN)

Wright, Pamela J., Instructor of Nursing (Medical and Surgical Nursing)
 B.S., Fairleigh Dickinson University, 1971; M.S., Catholic University of America, 1974; (RN)

Wyatt, Janet S., Assistant Professor of Nursing (Community Health Nursing)
 B.S., Keuka College, 1971; M.S., University of Alabama, 1974; (RN)

* Part time appointment

** Joint appointment in School of Medicine

ASSISTANT INSTRUCTORS

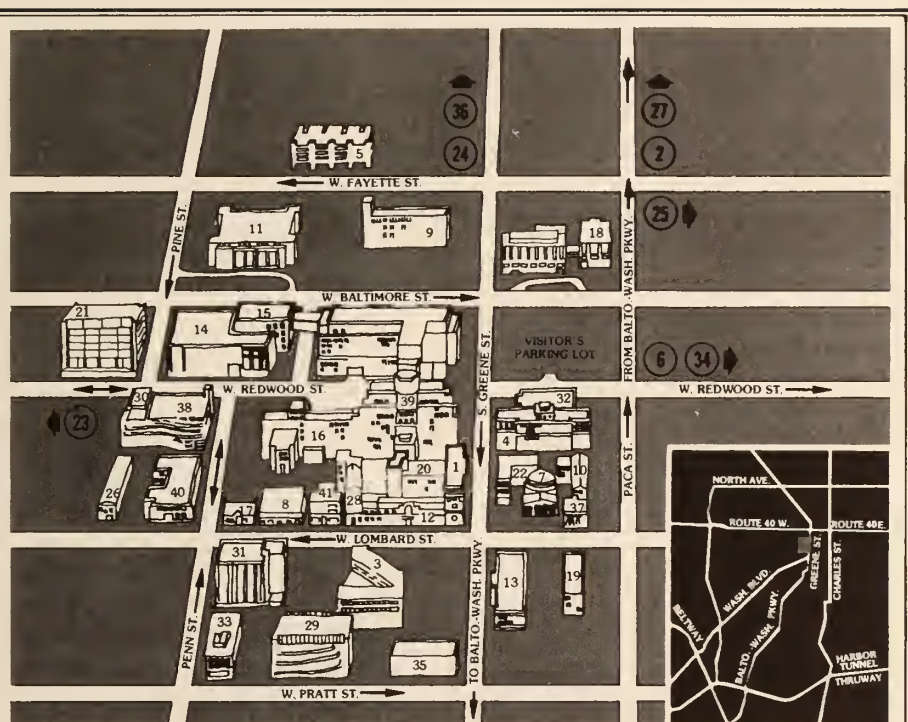
Ansel, Gail A., Assistant Instructor of Nursing (Maternity Nursing)
 B.S., University of Maryland, 1975; (RN)

Bacot, Mary H., Assistant Instructor of Nursing (Pediatric Nursing)
 B.S., University of Maryland, 1974; (RN)

Kelleher, Patricia W., Assistant Instructor of Nursing (Pediatric Nursing)
 B.S., University of Maryland, 1972; (RN)

CAMPUS MAP





BUILDING KEY, UNIVERSITY OF MARYLAND AT BALTIMORE

1. Allied Health Professions Building, 32 S. Greene Street
2. Medical Technology, School of Pharmacy, Physical Therapy, Radiologic Technology classrooms, offices, laboratories
3. Alpha House, 828 N. Eutaw Street (off campus)
4. Baltimore Union, 621 W. Lombard Street
5. Bressler Research Building, 29 S. Greene Street
6. Medical school research laboratories, Baltimore offices of the university's Board of Regents
7. Community Mental Health and Retardation Center (under construction), Fayette and Arch Streets
8. The university will use the \$12 million-plus facility jointly with the Inner City Mental Health Program and the State Department of Mental Hygiene
9. Community Pediatric Center, 412 W. Redwood Street (off campus)
10. Innovative program of comprehensive health care for children in southeastern health district. Federally funded.
11. Davidge Hall, 522 W. Lombard Street
12. Built in 1812 and designed by R. Cary Long, who used the Pantheon in Rome as his model. The oldest building in the nation used continuously for medical education. The university's Medical Alumni Association plans to restore the building to its original state and open it to the public as a medical museum.
13. Dunning Hall, 636 W. Lombard Street
14. School of Pharmacy classrooms and offices. Drug manufacturing lab, poison information center.
15. Fayette Street Garage, 633 W. Fayette Street
16. Gray Laboratory, 520 Rear W. Lombard Street
17. Medical school offices and laboratories, Physical Therapy offices, Personnel training room.
18. Hayden-Harris Hall, 666 W. Baltimore Street
19. School of Dentistry clinics, classrooms, offices. Opened in 1970.
20. Health Sciences Computer Center, 610 W. Lombard Street
21. Computer Center, pharmacy school offices and labs, Medical Technology labs, Division of Clinical Investigation, Office of Student Affairs.
22. Health Sciences Library, 111 S. Greene Street
23. Main library for all professional schools except the School of Law. Includes historical book collection and computerized circulation and information services.
24. Howard Hall, 660 W. Redwood Street
25. Central Administration offices, medical school classrooms, offices, labs.
26. Howard Hall Addition, 655 W. Baltimore Street
27. Medical school classrooms, offices, labs.
28. Institute of Psychiatry and Human Behavior, 645 W. Redwood Street (F wing of hospital)
29. The medical school's center for psychiatric teaching and research as well as inpatient and outpatient care
30. Kelly Memorial Building, 650 W. Lombard Street
31. Headquarters of Maryland Pharmaceutical Association. B. Olive Cole Museum.
32. Law Building (Lane Hall), 500 W. Baltimore Street
33. School of Law classrooms, offices, library.
34. Lombard Building, 511 W. Lombard Street
35. Bookstore, Juvenile Law Clinic, University Relations
36. Maryland Institute for Emergency Medicine, 22 S. Greene Street
37. The first major trauma program in the nation, combining multidisciplinary teaching and research with expert round-the-clock care for the critically ill and injured. Many patients are brought by state police helicopter from all parts of Maryland.
38. Medical School Teaching Facility (under construction), 10 S. Pine Street
39. Medical Technology Building, 31 S. Greene Street
40. Medical school offices, labs
41. Mencken House, 1524 Hollins Street (off campus)
42. Methadone Program, 104 N. Greene Street (off campus)
43. National Pituitary Agency, 210 W. Fayette Street (off campus)
44. Under contract with the National Institutes of Health, the University of Maryland administers the NPA, which is the official agency for collection and distribution of human pituitary hormones for research purposes.
45. Newman Center, 712 W. Lombard Street
46. Nilson House, 826 N. Eutaw Street (off campus)
47. Parsons Residence Hall, 622 W. Lombard Street
48. Pratt Street Garage and Exercise Facility (under construction)
49. Redwood Hall, 721 W. Redwood Street
50. Division of Alcoholism and Drug Abuse officers, clinical areas.
51. School of Nursing Building, 655 W. Lombard Street
52. Modern classroom and office facility for nursing school, completed in 1971.
53. School of Social Work and Administration Building, 525 W. Redwood Street
54. Office of the chancellor, School of Social Work and Community Planning classrooms, offices.
55. State Medical Examiner's Building, 111 Penn Street
56. Stroke Center, 412 W. Redwood Street (off campus)
57. Temporary Academic Building, 601 Rear W. Lombard Street
58. School of Social Work and Community Planning classrooms, offices.
59. Turk House, 106 N. Greene Street (off campus)
60. Residential facility for alcoholism programs of the University of Maryland Hospital. (Also Alpha and Nilson Houses.)
61. University College, 520 W. Lombard Street
62. Offers degree and non-degree educational programs, usually held in the late afternoon or evening for adults.
63. University Garage, 701 W. Redwood Street
64. University of Maryland Hospital, 22 S. Greene Street
65. Western Health Clinic, 700 W. Lombard Street
66. Whitehurst Hall, 624 W. Lombard Street
67. Graduate School office, nursing, pharmacy, social work and community planning offices, classrooms.



University of Maryland
at Baltimore

This publication produced
by the Office of University Relations,
511 W. Lombard Street
Baltimore, Maryland 21201

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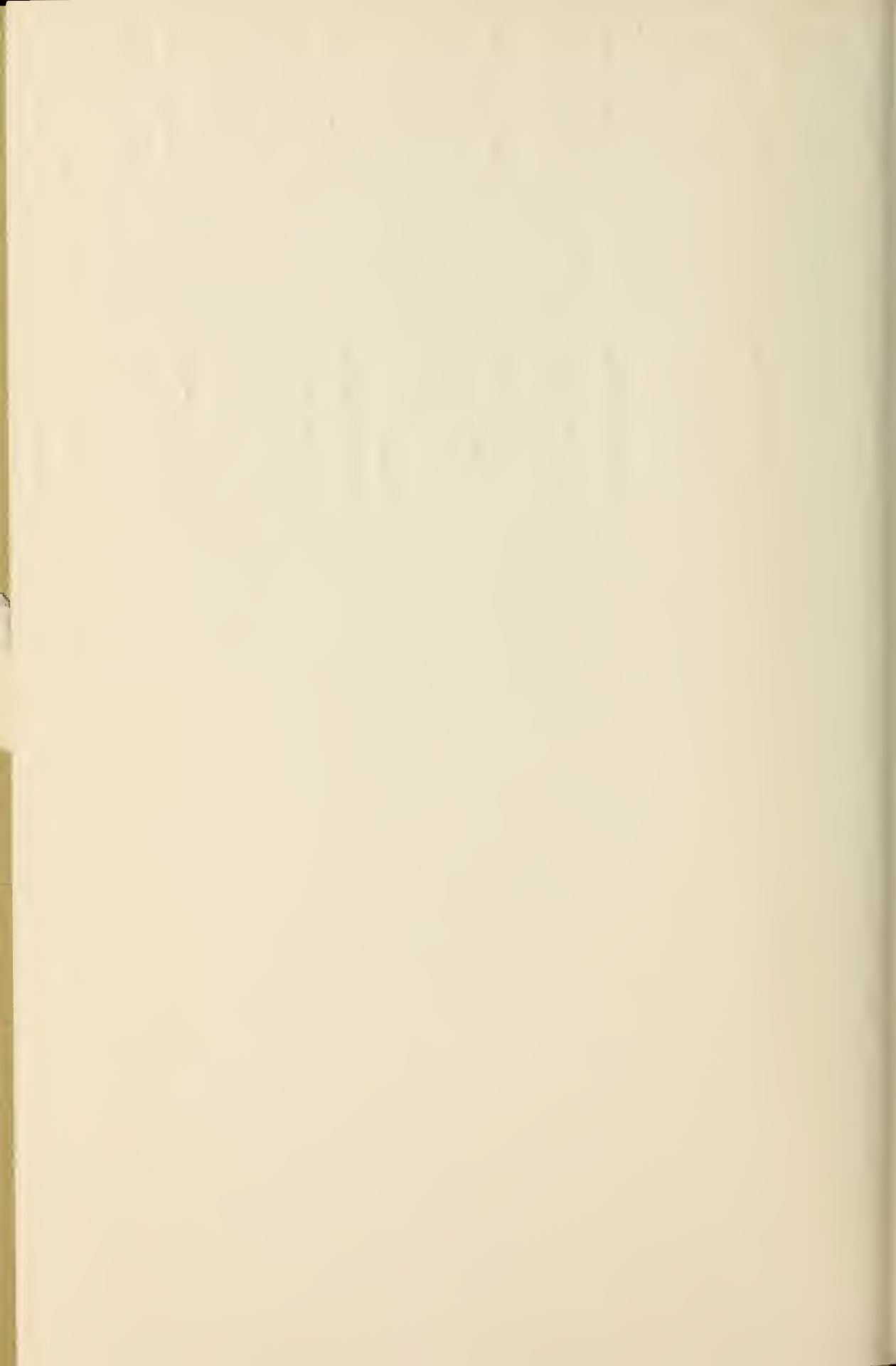


Health Sciences Library
V.M.A.B



School of Nursing
University of Maryland
Baltimore, Maryland
21201

UNIVERSITY
OF MARYLAND
AT BALTIMORE
1978-1980



SCHOOL OF NURSING

UNIVERSITY
OF MARYLAND
AT BALTIMORE
1978-1980



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GENERAL INFORMATION

STATEMENT OF PHILOSOPHY

The School of Nursing, an autonomous educational unit within the University of Maryland, derives the broad outlines of its purpose and functions from the philosophy and policies of the University. The faculty of the School of Nursing is accountable for implementing the triad of University functions: teaching, research and service. These functions are attuned to the ever-changing needs of society in the global community. The faculty recognizes the interrelationships between teaching, research and practice in nursing. Through participation in research and utilization of valid research findings, teachers and learners contribute to effective nursing practice.

Inherent to the practice of nursing is the shared belief that man is an integration of components and processes that cannot exist independently of each other. Internal and external environmental influences alter man's state of health from moment to moment throughout the life cycle. The stimulus for change can emanate from either environment as both evolve through the continuum of time. When manipulation of these forces is required to enhance man's potential for health, nursing can enter as a means to bridge the gap between potential and actual health states.

The goal of professional nursing is to assist the individual, the family and the community in the development of their potential by helping each to gain, maintain or increase his optimal level of health. Interacting in a dynamic way, the nurse becomes an integral part of the environment of the client, acting with awareness of selected factors operating within that environment. Through a mutual relationship based on trust, the nurse demonstrates respect for the client's autonomy, integrity, dignity and feelings, and recognizes rights and responsibilities. This kind of nursing is best fostered in a delivery system which is responsive to the range of internal and external forces affecting health care, strengthening the forces which contribute to higher states of health and diminishing those which lead to reduced levels of health. The goal of nursing is achieved through recognition of specific needs of consumers and the mobilization and distribution of resources to meet those needs. The effective operation of the health care system requires essential input from both consumers and professional nurses to achieve desired goals.

Education is an on-going process which involves the teacher and the learner in pursuing and sharing knowledge in an organized setting with planned experiences resulting in desired behavioral change. Believing in democratic principles, the faculty emphasizes its faith in the individual as a being of inherent worth and dignity who has the right and responsibility to participate in the educative process to the extent of his capabilities. Learning is enhanced in a setting which encourages analytical evaluations of existing health practices and open communication among members of the various health services. Under the guidance of the faculty, purposeful behavior is encouraged and developed in students through the incorporation of knowledge from the humanities and the behavioral, biological and physical sciences with current theory and practice in professional nursing.

The three educational programs within the School of Nursing, undergraduate, graduate and continuing education, have evolved from and are in agreement with this philosophy. Elaboration of this basic philosophy will be found in sections of this bulletin dealing with the undergraduate program, the graduate program and the continuing education program.

HISTORY

The School of Nursing, one of six professional schools of the University of Maryland at Baltimore, was established on December 15, 1889 by Miss Louisa Parsons in the old University Hospital Building on Lombard and Greene Streets. Miss Parsons had been a student of Florence Nightingale and was a graduate of Miss Nightingale's school at St. Thomas' Hospital in London.

The original curriculum of the University of Maryland Training School, which required two years for completion, was extended to three years in 1902. In 1920 the School of Nursing became a separate unit of the University administered by the hospital. An optional five-year curriculum was instituted in 1926 combining two years of arts and sciences on the College Park campus and three years at the School of Nursing in Baltimore. Both a Bachelor of Science degree and a Diploma in Nursing were awarded upon completion of the five year program. This sequence, as well as the three-year hospital school, phased out in 1952 when Dr. Florence M. Gipe, now dean emerita, became dean of the new autonomous four-year program leading to the Bachelor of Science degree in Nursing.

In 1954 the School of Nursing became a department of the Graduate School which awards the degree of Master of Science with a major in nursing to qualified candidates. One of Dean Gipe's lasting contributions to nursing education in the south was her leadership in establishing graduate education within the Nursing Council of the Southern Regional Education Board. Together with the deans of five other Schools of Nursing with accredited graduate programs, she pioneered in setting guidelines and interpreting the need for graduate programs of high quality.

The first decentralized setting of the School of Nursing where qualified (undergraduate) students could complete the nursing major was established when the Walter Reed Army Institute of Nursing (WRAIN) was created in 1964 through a contractual arrangement between the University of Maryland and the Department of the Army. Students in this program were subsidized during the junior-senior years and following graduation were obligated to serve for three years in the Army Nurse Corps. The Walter Reed Army Institute of Nursing closed with the last class of WRAIN students graduating in June, 1978. A second decentralized program was initiated in 1974 through an agreement between the University and the Mercy Hospital Clinical Center in Baltimore. Organized along lines somewhat similar to WRAIN, with Mercy Hospital bearing the main expense of instruction, the Mercy program represents a unique way in which one private hospital chose to continue its support to nursing education after closing its hospital school. A first University of Maryland class of 33 students whose main clinical base had been the Mercy Clinical Center graduated in June, 1976. Students in the decentralized program meet the School's admission criteria. Faculty at this center are appointed by the University of Maryland and utilize University-approved clinical resources in providing learning experiences which meet requirements of the School of Nursing curriculum. Although in a decentralized setting, both faculty and students function as one school.

The employment of a director of continuing education in 1969 resulted in much appreciated services to nurses throughout Maryland. Subsequent development of regional committees has involved large numbers of nurses in planning for continuing education programs geared to specific interests and needs (See Continuing Education, page 57).

A multimedia self-instructional grant from the Division of Nursing, Department of Health, Education and Welfare, during 1969-74, provided the stimulus for the development and use of newer teaching-learning strategies. An Instructional Media Center staffed with nursing faculty and skilled technicians has continued to be a valuable resource to faculty and students.

A research development grant from the Division of Nursing, Department of Health, Education and Welfare, which was available to the School of Nursing from 1970 to 1975 served to increase faculty's involvement in research. The establishment of a Center

for Research and Evaluation in 1975 provided for the coordination of research courses as well as additional consultative services to both faculty and students.

Since early days, the baccalaureate curriculum has been available to registered nurses who wished to pursue further study. However, in recent years faculty have put forth great effort to encourage nurses who demonstrated motivation and ability to avail themselves of options which increasingly are available to the adult learner in higher education. Admission to the School's integrated upper division clinical program was facilitated by administration of newly designed challenge examinations. Clinical experiences available to R.N.'s provided innovative approaches to meeting objectives of the baccalaureate curriculum. Further evidence of the School's concern for enlarging the pool of baccalaureate prepared nurses in Maryland was the institution in 1975 of an outreach program for "community bound" nurses in Western Maryland and the Eastern Shore. The first outreach program class of 27 students graduated in June, 1978.

Faculty have accomplished a complete revision of both baccalaureate and graduate curricula in recent years. Implementation of the former was initiated in the fall of 1972 concurrently with a very large increase in upper division nursing enrollment of the Baltimore campus. Since 1974, because of limitations in the availability of clinical facilities in the Baltimore metropolitan area, it has been necessary to restrict admissions to the junior class (UMAB and Mercy) to 300 students. The new graduate curriculum, which was granted approval by the Graduate School early in 1976, is characterized by flexibility in the choices offered to students. The revision also was responsible for the creation of a new Department of Primary Health Care. In 1978, the opportunity for specialization in gerontological nursing was added to the graduate curriculum. In addition to preparing competent practitioners to meet current health care needs, both curricula endeavor to provide graduates with a foundation to adapt to and influence changing trends in health care delivery.

During the 1977-78 academic year, the second dean of the School of Nursing, Dr. Marion I. Murphy, announced her retirement plans. She served as dean from 1967-78 guiding the School and faculty with imaginative and assertive leadership and continuously working to assure quality educational opportunities for more nurses at all levels of preparation. During her tenure as dean, Dr. Murphy served as Chairperson of the Maryland Commission for Nursing; this Commission proposed ten recommendations based on identified nursing education needs of the state of Maryland. In her final year as dean, a substantive proposal for a doctoral program in nursing leading to the award of a Ph.D. degree was developed and approved by the University. Implementation of the doctoral program in nursing is planned for the fall semester, 1979. The addition of this program increases the level of educational preparation offered by the School of Nursing and is congruent with and supportive to the missions of the University.



NURSES' ALUMNI ASSOCIATION

Organized in 1895, School of Nursing alumni provided early leadership in the organization of the Maryland Nurses' Association and in passage of the Nurses' Licensing Act of 1903. Over the years alumni have demonstrated not only their strong support of the School but awareness of changes taking place in nursing. Although incorporated as Alumnae, the Association changed its title to Alumni in 1964 thus establishing the eligibility of men graduates for memberships. The historic pin, designed by Tiffany's for the class of 1894, bore the inscription Nurses' Alumni Association until 1970 when, by action of the Association, the lettering for future graduates was changed to School of Nursing, University of Maryland. The Nightingale cap, bestowed by the School's founder, Louisa Parsons, remains the property of the Alumni Association. Since 1968, all baccalaureate graduates of the School of Nursing are eligible to purchase the cap.

THE CAMPUS: THE UNIVERSITY OF MARYLAND AT BALTIMORE

The tradition of education of the human service professions on the Baltimore campus began with the founding of the School of Medicine in 1807. The Dental School was the first in America; other professional schools in order of date of origin are Law, Pharmacy, Nursing and Social Work and Community Planning. These professional schools represent a tremendous resource to the community in which they are located. Also, their proximity to one another offers rich opportunity for interprofessional activities of a service and research nature. The professional schools of the University of Maryland at Baltimore have accepted as one of their major missions, leadership responsibility for the continuing improvement of health care delivery in Maryland. This will be accomplished by educating and training the appropriate kinds and numbers of professionals to meet the needs of the people of the state. The development of improved methods of health care delivery will be incorporated into the education process, including those which ensure efficiency and establish standards for quality of care.

The UMAB campus is situated in the heart of the downtown section of Baltimore, a city whose early historic origins are rivaled only by tremendous urban center developments in recent years. Baltimore is one of the foremost commercial, cultural and scientific centers on the Eastern seaboard and offers unlimited extracurricular activities to students and visitors.

ACCREDITATION AND MEMBERSHIP

The University of Maryland is a member of the Association of American Colleges and is accredited by the Middle States Association of Colleges and Secondary Schools. The undergraduate and graduate programs of the School of Nursing are accredited by the National League for Nursing; the School also maintains membership in the Council of Member Agencies of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing. The baccalaureate program is approved by the Maryland State Board of Examiners of Nurses. The School is represented in the Council on Collegiate Education for Nursing of the Southern Regional Education Board by the dean, associate deans for undergraduate and graduate studies and the director of continuing education. The School also is a member of the American Association of Colleges of Nursing.

EQUAL OPPORTUNITY

Qualified applicants are admitted without discrimination in regard to age, creed, ethnic origin, marital status, handicap, race and sex. The enrollment of the racial minority

student, the male student, and the adult learner has been increasing annually. In line with its stated philosophy, the School of Nursing encourages students with diversified backgrounds to seek admissions to the baccalaureate and graduate programs, thereby enriching the educational experience for all.

Similarly, effort is made to recruit faculty with diversified backgrounds particularly representatives of minority groups. Although all faculty carry certain common responsibilities, the black or male faculty member undeniably becomes a role model further illustrating the School's commitment to affirmative action.

REGISTRATION ON CAMPUSES WITHIN THE UNIVERSITY OF MARYLAND SYSTEM

Registration at one of the University of Maryland campuses permits a student to register for courses (space available) offered by another campus within the University of Maryland system.

DETERMINATION OF RESIDENCE

The Board of Regents of the University of Maryland approved new regulations for the determination of in-state status for admission, tuition and charge-differential purposes effective January 1974. A copy of the regulations may be obtained from the Office of Admissions and Registrations.

INSURANCE COVERAGE

All nursing students, undergraduate and graduate, enrolled for clinical nursing courses, are required to carry malpractice liability insurance.





INSTRUCTIONAL FACILITIES AND RESOURCES

HEALTH SCIENCES LIBRARY

The Health Sciences Library, situated near the School of Nursing, serves the schools of nursing, medicine, dentistry, pharmacy and social work and community planning. Its resources include over 92,000 books, 99,800 serials and 18,800 non-print materials. The Library subscribes to 138 abstracting and indexing services and 3,200 scientific journals. Computerized reference and bibliographic services are available. Study space is provided and a staff of professional librarians assists the student body in the use of library resources.

INSTRUCTIONAL MEDIA CENTER

The School of Nursing offers opportunity for both individual and group learning activities.

Self-Instruction: The rationale for this approach is that the knowledge and skills needed by individual nursing students vary at any given time. Availability of appropriate materials in self-instructional format provides for this diversity of needs. As the result of a special project, a group of faculty and technicians developed and produced a large number of multimedia self-instructional study units. In addition, commercially prepared materials have been purchased as appropriate to meet students' needs. The environment for self-study is an Instructional Media Laboratory with 68 carrels including a variety of equipment. Undergraduate students may be required to study specific units as course requirements and may peruse other self-instructional materials relevant to their individual learning needs. Graduate students utilize the laboratory on a selective basis.

Skills Practice: Undergraduate students who wish to practice certain nursing skills and procedures may do so in a Skills Laboratory adjoining the Media Center. The laboratory contains typical clinical equipment which enables students to simulate direct care situations. A Skills Laboratory Committee of faculty members prepares skill guides to assist the student using the laboratory; an R.N. laboratory assistant is available to provide guidance to students on a part-time basis.

Both the Instructional Media Laboratory and the Skills Laboratory are open during early evening hours.

Group Instruction: Classroom instruction at the School of Nursing is supported through a variety of media services. Movie projectors, overhead projectors, audio tape recorders and other equipment are available for use in classes or seminars. A library of film and other media catalogs is maintained to help faculty locate desired films, tapes and other resources. Materials for and assistance in the production of slides and overhead projector transparencies are available to faculty members who wish to make use of those techniques.

The School also has a closed circuit television studio where live or taped programs can be produced. A portable videotape system and production assistance are available for faculty and students who wish to videotape projects on their own.

CENTER FOR RESEARCH AND EVALUATION

As nursing moves forward in the establishment of its own theoretical base and explores its relationship to other human services, research has assumed new dimensions. The School of Nursing provides introductory courses in research methodology for undergraduate students and more advanced offerings for graduate students. The faculty of the Center for Research and Evaluation, in addition to teaching, are available to assist faculty and graduate students with research design, sampling procedures, techniques of measurement, data collection and analysis as well as preparation of reports and proposals. A specialist in educational evaluation, who joined the center faculty in 1976, provides leadership in evaluation of curricula and other areas. The Center has a Research Reading Room with a collection of 200 books primarily devoted to aspects of research methodology; selected journals; and a file of measurement instruments appropriate for use in behavioral research and a Data Analysis Laboratory that houses a teletype and a variety of mini-calculators and mini-computers for faculty and student use. Instruction in utilization of hardware in the laboratory is available. Computer service facilities on both the Baltimore and College Park campuses also are utilized extensively.

School of Nursing faculty participate in a regional research consortium and graduate students from a three-state area meet annually for informal presentations of their research projects. Undergraduate and graduate faculty and interested students share membership in a Research Committee of the School of Nursing. Research of a multidisciplinary nature is increasingly possible as nursing and other health disciplines have identified common problems. The School schedules two "Research Days" during the academic year to highlight such activities as part of its faculty development program.

STUDENT SERVICES: UNDERGRADUATE AND GRADUATE PROGRAMS

NATIONAL HONOR SOCIETY OF NURSING Sigma Theta Tau, founded in 1922, is the national honor society of nursing; Pi Chapter was established at the University of Maryland in 1959. The purposes of Sigma Theta Tau are to recognize superior scholarship achievement, encourage and support research activities, and strengthen commitment to the ideas and purposes of the nursing profession.

Candidates for membership are selected from the basic baccalaureate, the registered nurse, and the graduate students in nursing as well as outstanding nurses from the community. Selection is based on scholastic achievement, leadership qualities, creativity, professional standards and commitment.

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES Membership in this organization is open to juniors, seniors and graduate students in the School of Nursing. Both students and faculty participate in the nomination and selection of members on the basis of the following criteria: scholarship ability, participation and leadership in academic and extracurricular activities, citizenship and service to the school and potential for future achievement.

PHI KAPPA PHI Phi Kappa Phi is a national honor society which was established at the University of Maryland in 1920. Its objective is to foster and recognize outstanding scholarship, character and social usefulness in students from all areas of instruction.

Candidates for membership are selected from the basic baccalaureate, the registered nurse and the graduate students in nursing.

OTHER AWARDS School of Nursing students are eligible for several types of awards upon completion of the undergraduate or graduate program. The awards, which are presented at an academic convocation, have been donated by the Nurses' Alumni Association or other groups or individuals who wish to recognize outstanding individuals in the student body. An annual Research Award is presented to a graduate student in recognition of an outstanding thesis.





UNDERGRADUATE PROGRAM

UNDERGRADUATE PROGRAM OVERVIEW

The program in professional nursing, leading to the degree of Bachelor of Science in nursing, is available to women and men who have established eligibility for admission to the University. The first two years of preprofessional study (lower division work) are available at University of Maryland campuses or at any other accredited college or university. On these campuses, the student pursues a program geared to providing fundamentals of a liberal education and subjects which are supportive to the study of nursing. The junior and senior years are devoted to completing the nursing major, related courses and electives on the Baltimore campus and at the Mercy Clinical Center in Baltimore.

Registered nurses who desire to bring their previous preparation for nursing in line with requirements for the baccalaureate degree are encouraged to establish eligibility for admission. Credits previously earned at an accredited two or four-year college or university are assessed according to University of Maryland and School of Nursing policies governing transfer; opportunity to establish credit for certain foundational and nursing courses is provided.

OBJECTIVES OF THE UNDERGRADUATE PROGRAM

The baccalaureate graduate of the University of Maryland School of Nursing is committed to the total well-being of people and demonstrates respect for their dignity, worth, autonomy and uniqueness. In ambulatory, community, and inpatient settings, the graduate provides effective nursing care that assists individuals, families and other groups at any point on the health continuum to attain, regain, or maintain their maximum level of health and highest level of functioning.

The baccalaureate program provides a learning environment which fosters purposeful self-direction; implementation of nursing care is based on a deep grasp of nursing knowledge and skill, analytical thinking and discriminative judgment. As a result of the educative process, and following an appropriate orientation to a nursing care setting, the graduate is able to assume beginning leadership in the practice of nursing. Awareness of nursing's effectiveness on the improvement of health care services to people gives impetus to the graduate's continuing search for knowledge which supports practice.

To achieve these ends, the graduate:

1. synthesizes selected concepts from the affective, cognitive, and psychomotor domains in formulating a philosophy of nursing;
2. uses affective, cognitive, and psychomotor behaviors in applying the nursing process to individuals and small groups;
3. demonstrates personal and professional growth with increasing self-direction;
4. demonstrates leadership in own nursing practice;
5. demonstrates responsible organizational behaviors in meeting professional goals within health care agencies;
6. collaborates in the assessment of and planning for meeting the health care needs of individuals and small groups;
7. improves own nursing practice through the evaluation and application of selected research.

UPPER DIVISON PROGRAM — ARTICULATION PROGRAMS

The undergraduate nursing program of the University of Maryland is an upper division program. This means that a student must successfully complete two years of college coursework prior to entering the School of Nursing at Baltimore. The required lower division courses taken in the first two years of study may be taken at *any* accredited institution of higher education. The following have designed special articulation programs which facilitate a student's admission to the School of Nursing:

Anne Arundel Community College
Alleghany Community College
Catonsville Community College
Cecil Community College
Charles County Community College
Chesapeake College
The Community College of Baltimore
Dundalk Community College
Essex Community College
Frederick Community College
Garrett Community College
Hagerstown Junior College
Harford Community College
Howard Community College
Montgomery College
Prince George's Community College
Frostburg State College
University of Maryland — Baltimore County Campus
University of Maryland — College Park Campus
University of Maryland — Eastern Shore Campus

The articulation program for each of the above listed community colleges is described in a booklet entitled as follows: *"Programs Articulated Between (insert one of the above) College and the University of Maryland at Baltimore City."* This booklet is kept in the counseling center of each community college. The articulation program for the following institutions is listed in their college catalogue:

University of Maryland — Baltimore County
University of Maryland — College Park
University of Maryland — Eastern Shore
Frostburg State College

LOWER DIVISION REQUIREMENTS

Professional, upper division education in nursing requires a foundation of learning provided by the lower-division college courses. Prior to fall matriculation as a junior in the undergraduate program, students must have completed the following lower division course requirements at an accredited college or university.

<u>Course Requirements</u>	<u>Credits</u>
English Composition	3
Human Anatomy and Physiology Including Laboratory	6-8
Microbiology Including Laboratory	3-4
Chemistry Including Laboratory	6-8
*Social Sciences	12
**Humanities	15
Nutrition (sophomore level)	3
Electives	6-10
<hr/>	
Minimum of	59 credits

*Must include at least one course in sociology and one course in psychology.

**Must include course selected from at least three disciplines within the humanities areas.

ADMISSION TO THE UNDERGRADUATE PROGRAM

Application: Beginning Fall 1978, the School of Nursing is making early decisions for admission on qualified students, as well as admitting qualified applicants so long as space is available regardless of date of application. This means that generally the sooner the student submits application and supporting documents, the earlier notification of admission will be sent. Students are encouraged to apply during the fall semester and submit all necessary documents by February 1.

Applications are available from the Office of Admissions and Registrations, University of Maryland, 660 W. Redwood Street, Baltimore, Maryland 21201.

Eligibility for Applying: Applicants must have completed the 59 credits of lower division requirements listed above by the time they enter the fall semester of the junior year. This normally means that by the end of the previous fall semester, applicants should have successfully completed 44 semester hours of applicable credits including eight semester hours of required chemistry, anatomy and physiology, or microbiology. These credits must be distributed as follows:

English — 3 credits

Natural Science (required) — 8 credits

Social Science — 6 credits

Humanities — 6 credits

Foreign Students: Prior to applying to the School of Nursing (upper division), foreign students should seek advisement from the Foreign Student Office in an accredited educational institution of his choice. The advisor may determine which credits are transferable to the American system and then determine if there are lower division courses to be completed in order to be eligible for admission to the School of Nursing. The campus Office of Admissions and Registrations processes foreign students' applications. The processing takes approximately six months.

Students are required to take the Test of English as a Foreign Language. A score of 500 is considered to be an indication that the applicant could be successful in language comprehension and use.

Application For The Allied Health Professions Admission Test: In addition to the application, submit the results of the Allied Health Professions Admission Test to the Office of Admissions and Progressions located at the University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.

Write the Psychological Corporation for an application and brochure at:

ALLIED HEALTH PROFESSIONS ADMISSION TEST

The Psychological Corporation

304 E. 45th Street

New York, New York 10017

Telephone Number: (212) 888-3221

Students planning to apply to the School of Nursing for Fall 1980 should contact the Assistant Dean for Admissions and Progressions, University of Maryland, School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201 in the spring of 1980 for possible changes regarding the admission criteria.

UNIQUE FEATURES OF THE CURRICULUM: UPPER DIVISION

The junior and senior years of the nursing curriculum are offered at the UMAB campus and the Mercy Clinical Center in Baltimore. Both centers use the same integrated curriculum design. The integrated approach requires that students be taught by a team of teachers; the teams are composed of faculty members who have specialized knowledge in the areas of maternal-child, psychiatric-community mental health, medical-surgical,

and community health nursing. All teams of students work toward the same course objectives, although the teaching-learning methods may vary among the teams.

Each team has approximately 40-50 students who are taught by 5-6 teachers. This student-faculty ratio of approximately 1:10 creates a learning situation whereby students have sufficient opportunity to learn the clinical skills required of professional nurses.

The goal of nursing care is to assist man to reach his highest level of functioning compatible with health. Consequently, the curriculum focuses on the development of the requisite interpersonal and cognitive skills such as problem-solving, discriminative thinking and making nursing judgments as well as technical skills. Indeed, the curriculum is best described as one which emphasizes the psychosocial needs of man without negating the importance of physical and spiritual needs.

A typical plan of study for the upper division nursing major follows:

JUNIOR YEAR

Fall Semester		Credits
*NURS 314	Concepts of Nursing I	9
NURS 318	Special Topics—Electives in Health Related Courses	3
*NURS 316	Human Growth and Development	3
TOTAL		15

Winter Session		Credits
*NURS 317	Deviations in Human Growth and Development	2
*NURS 320	Introduction to the Administration of Medications	1
TOTAL		3

Spring Semester		Credits
*NURS 315	Concepts of Nursing II	9
*NURS 310	Pathophysiology and its Pharmacological Implications	4
NURS 321	Introduction to Organizational Behavior	3
TOTAL		16

*These courses may be challenged by R.N. students after being admitted to the upper division.

SENIOR YEAR

Fall Semester		Credits
NURS 324-325	Concepts of Nursing III A or B	9
NURS 322	Nursing in Society	3
NURS 410	Survey of Research and Statistics	3
TOTAL		15

Winter Session		Credits
NURS 326	Clinical Nursing Elective	3
TOTAL		3

Spring Semester		Credits
NURS 324-325	Concepts of Nursing III A or B	9
NURS 418	Special Topics—Electives in Health-Related Courses	2-3
TOTAL		11-12

Policies Regarding Nursing Concepts Courses: The major nursing courses, i.e., NURS 314, 315, 324, 325, 326, 334, and 335, must be taken within the University of Maryland School of Nursing. This policy does not negate the opportunity for R.N. students to challenge the junior year concepts of nursing courses.

Clinical Practice Fields: Clinical practice fields for the baccalaureate program are provided through arrangements with a wide variety of hospitals and other health agencies. All clinical coursework is under the direct supervision of faculty of the School of Nursing wherever it takes place. Students are assigned to anyone of a number of different agencies for the purpose of accomplishing the course objectives as determined by faculty.

ALTERNATIVE CURRICULUM TIMING (ACT)

Alternative Curriculum Timing is designed to meet the needs of students whose past or present life experiences may require them to take somewhat longer than the usual two academic years to complete upper division course work of the nursing major. These students are offered the option of choosing a reduced credit load thereby extending their education. Once admitted, students with the following life circumstances may qualify and apply for ACT: unusual family responsibilities; an academic record that shows a reduced credit load may facilitate academic success; unusual financial responsibilities; and students who are disadvantaged or from minority groups. An additional feature of ACT is the provision of additional personal and academic support services.

The sequencing of courses for this program (ACT) is as follows:

Summer Session		Credits
NURS 316	Human Growth and Development	3
NURS 318	Special Topics—Electives in Health Related Courses	3
TOTAL		6

Fall Semester		Credits
NURS 314	Concepts of Nursing I	9
TOTAL		9

Winter Session		Credits
NURS 317	Deviations in Human Growth and Development	2
NURS 320	Introduction to the Administration of Medications	1
TOTAL		3

Spring Semester		Credits
NURS 310	Pathophysiology and its Pharmacological Implications	4
NURS 315	Concepts of Nursing II	9
TOTAL		13

Summer Session		Credits
NURS 418	Special Topics—Electives in Health-Related Courses	3
NURS 321	Introduction to Organizational Behavior	3
TOTAL		6

Fall Semester		Credits
NURS 324	Concepts of Nursing III A	9
NURS 322	Nursing in Society	3
TOTAL		12

Winter Session		Credits
NURS 326	Clinical Nursing Elective	3
TOTAL		3

Spring Semester		Credits
NURS 325	Concepts of Nursing III B	9
NURS 410	Survey of Research and Statistics	3
TOTAL		12

REGISTERED NURSE STUDENTS

This opportunity for the completion of the baccalaureate degree by graduates of associate degree and diploma programs is a result of the faculty belief that these adult learners possess special characteristics: diverse life, educational and clinical experiences; a high level of motivation that fosters independent and collaborative learning; and a need to complete baccalaureate education to prepare them effectively for additional career opportunities. Before admission the required lower division courses may be completed on University of Maryland campuses or at other accredited colleges or universities. Graduate nurses may be accepted into the program pending results on the State Board Examination. Failure to become licensed will mean the immediate withdrawal from the program.

The modification of the University of Maryland curriculum for registered nurse students builds on the knowledge and skills of these students in a unique way. There is opportunity through challenge examinations to validate and receive credit for knowledge acquired in their first nursing program. In the senior year, registered nurse students concentrate on the use of the University of Maryland curriculum which provides the framework for content organization, as well as the implementation and evaluation of nursing care beyond their initial preparation in nursing.

Registered nurses interested in completing requirements for a degree should address their initial inquiries to the Office of the Assistant Dean for Admissions and Progressions, University of Maryland School of Nursing, 655 W. Lombard St., Baltimore, Md. 21201.

Establishing credit by examination: After admission to the School of Nursing, registered nurses may establish advanced placement by taking examinations for credit. Study guides and bibliographies for these are sent to all applicants.

	Credits
NURS 310 Pathophysiology and its Pharmacological Implications	4
*NURS 314 Concepts of Nursing I	9
*NURS 315 Concepts of Nursing II	9
NURS 316 Human Growth and Development	3
NURS 317 Deviations in Human Growth and Development	2
*NURS 320 Introduction to the Administration of Medications	1

*A minimum grade of C is required on each Challenge Examination for Concepts of Nursing courses and Introduction to Administration of Medications.

Failure to begin the course of study within two years after passing challenge exams will necessitate revalidation. Failure on an examination requires taking the course.

Applications for admission must be filed on the Baltimore campus by February 1 for the fall semester. All students are admitted only in the fall semester. Admission is restricted to those who can be accommodated by existing clinical facilities and nursing faculty.

Curriculum: A typical plan of study appears below for R.N. students who have met the requirements for the preprofessional courses and have established credit through satisfactory completion of challenge examinations:

Fall Semester		Credits
NURS 334	Concepts of Nursing IV A	9
NURS 321	Introduction to Organizational Behavior	3
NURS 410	Survey of Research and Statistics	3
TOTAL		15

Winter Session		Credits
NURS 326	Clinical Nursing Elective	
	or	
NURS 348	Seminar, Workshop	3
TOTAL		3

Spring Semester		Credits
NURS 335	Concepts of Nursing IV B	9
NURS 418	Special Topics—Electives in Health-Related Courses	3
NURS 322	Nursing In Society	3
TOTAL		15

Students may not take more than eighteen credits during the fall and spring semesters or 4 credits in the winter session without administrative approval.

Part-Time Study: This option is available to registered nurses who are admitted to the School of Nursing. Part-time students are expected to complete the program in three academic years. Enrollment in certain courses may be limited depending upon demand.

Outreach Students: During the 1975-1976 academic year, an off-campus, part-time degree completion program for "community bound" registered nurses was established in Western Maryland and on the Eastern Shore. Graduates completed the program in 1978. This offering is continuing in Western Maryland, in the Cumberland area and the Hagerstown area. The program enables registered nurses to complete all requirements for the baccalaureate degree in nursing through enrollment on a part-time basis in regional centers. Requirements for achieving senior year status are the same as on the Baltimore campus; the usual senior year curriculum which involves 33 earned credits is arranged over a three-year time span. Inquiries should be addressed to the Director of the Outreach Program, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.

DEGREE REQUIREMENTS — BACCALAUREATE PROGRAM

It is the responsibility of faculty of the School to establish and publish degree requirements. Responsibility for knowing and successfully meeting these requirements rests with the student. Requirements are set forth in this bulletin and updated annually in the *Academic Handbook* given to enrolled students at the beginning of each academic year. Current requirements are as follows:

1. Certain lower division coursework is required for admission to the junior year of the undergraduate program in nursing. Official transcripts of this coursework must be submitted to the Director of Admissions and Registrations.
2. A minimum of 120 credits (122 for generic students and 120 for R.N. students) in certain coursework is required. The lower division courses required for admission to the junior year and the required courses of the upper division major in nursing completed at the University of Maryland comprise the required credits. At least the senior year must be completed at the University of Maryland.
3. Upper division major in nursing; required courses appear elsewhere in the bulletin.

4. A minimum grade point average of 2.0 is expected each semester of the junior and senior year, as well as a cumulative grade point average of 2.0 for graduation.
5. A grade of C or better is required in both the didactic and clinical portions of Nursing Concepts Courses, NURS 314, 315, 324, 325, 326, 334, and 335. These courses are sequential, and a C must be earned before registering for the next course (except for NURS 326 which is graded Pass/Fail and requires a Pass grade). If a D or F is received in a Nursing Concepts Course, the course must be repeated with permission of the Progressions Committee and a C grade or higher earned the next time it is offered.
6. A diploma application must be filed with the Director of Admissions and Registrations, University of Maryland at Baltimore, before the stated deadline date in order to receive the degree.

GRADING SYSTEM

The following grades are used to report the quality of upper division coursework on grade reports and transcripts:

Grade	Quality	Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimal Passing (but not acceptable in certain courses)	1
F	Failure	0
I	Incomplete	—
P	Passing at C level or above	—
WD	Withdrew from all courses and the university	—
AU	Audit	—

Note: Only grades of A, B, C, D and F are computed in the grade point average on the official transcript and grade reports published by the Office of Admissions and Registrations.

A grade of P is given only for specified courses that are graded Pass/Fail when performance is at a C level or above.

A grade of D or F is unsatisfactory for Nursing Concepts Courses which require a C grade or higher for the fulfillment of degree requirements.

A grade of I is given at the discretion of the instructor only when extenuating circumstances beyond the student's control prevent the completion of a minor portion of work in a course. Students receiving a grade of an I are responsible for arranging with the instructor the exact work required to remove the incomplete. If an I grade is not removed by the end of the following semester, the grade automatically converts to F except with Nursing Concepts courses when the time of completion is determined by the instructor. An I grade may preclude normal progression in the program as determined by the progressions committee.

A WD notation indicates the student has withdrawn from all coursework and from the University as a degree candidate.

Note: When a student withdraws from the University or drops courses after the end of the eighth week of the fall or spring semester or at the third week of the summer session, a summary statement of the student's performance in the course is placed in the student's record by the instructor together with notation as to whether the student was passing or failing.

Computation of grade point average for a semester: The grade points are added for the courses attempted in a given semester in the upper division major and multiplied by the number of credits attempted. The sum, divided by the total credits for the courses, equals the grade point average as in the example below:

NURS 314 (9cr)	B=27	grade points
NURS 316 (3cr)	B= 9	grade points
NURS 318 (3cr)	B= 9	grade points
<u>15cr</u>	<u>45</u>	

3.0 grade point average
15 $\overline{) 45.00}$

Computation of the cumulative grade point average: The total grade points for all courses (including the upper division course work, challenge examination grades for the R.N. and courses accepted for admission) are added and calculated as above.

PROGRESSION AND REINSTATEMENT POLICIES

It is the student's responsibility to monitor his academic progression toward the completion of degree requirements, as well as to maintain good academic standing. Students receive from faculty a mid-semester warning if in jeopardy of failing a course. At the end of each semester, students receive grade reports on coursework completed from the Director of Admissions and Registrations. These reports of official grades (and their entry on the official transcript) and the grades for courses accepted for admission are used by faculty to certify academic standing and to determine honors, academic probation and dismissal, and the completion of degree requirements.

The Committee on Academic Progressions meets regularly to establish and implement policy on progression and, through the Office of the Assistant Dean of Admissions and Progressions, formally notifies students in poor academic standing who are placed on academic probation or are academically dismissed.

Academic Retention and Reinstatement

Good Academic Standing: is defined as satisfactory academic progress of a registered degree candidate in coursework and toward degree requirements.

Poor Academic Standing: is unsatisfactory academic progress of a registered degree candidate in coursework and toward the completion of degree requirements. Such students are normally placed on academic probation and may be subject to academic dismissal.

Academic Probation: a student in poor academic standing is placed on probation by the Committee on Academic Progressions or the Academic Deans for the undergraduate program. In the written notification of probation and unsatisfactory academic achievement, the student will be informed of the length of the probation and any specific conditions that must be satisfied to be removed from probation. Specific conditions warranting academic probation include:

1. a D or F in a Nursing Concepts course
2. a cumulative grade point average of 1.96 to 1.99
3. repeated mid-semester warnings in courses
4. academic dishonesty
5. an academic record reflecting other unsatisfactory progress in meeting degree requirements

Academic Dismissal: a student is dismissed from the undergraduate program by the Committee on Academic Progressions or Academic Deans for the undergraduate program for continued evidence of unsatisfactory progress toward meeting course or degree requirements as usually evidenced by repeated academic probation or cause as specified below. Specific causes for academic dismissal include:

1. two D or F grades earned in Nursing Concepts courses
2. a cumulative grade point average of 1.95 or lower
3. successive semesters of academic probation
4. academic dishonesty
5. an academic record reflecting other unsatisfactory progress in meeting degree requirements

Reinstatement: Students who withdraw in good academic standing can apply for reinstatement through the Assistant Dean for Admissions and Progressions. A student who was academically dismissed, or who withdrew in poor academic standing, must request reinstatement to degree candidacy from the Committee on Academic Progressions. This written request is made to the Assistant Dean for Admissions and Progressions. Although such requests are considered individually, the following guidelines are in force:

1. General admission policies of the University and the School prevail (e.g. space available, University rules and regulations, etc.).
2. Students may be reinstated only once.
3. A current physical examination by the Student Health Service is required as a condition of reinstatement.
4. The student's academic record and academic standing upon dismissal are considered.
5. Academic requirements for reinstatement will be specified and will include at least a mastery examination in NURS 320.

Deadline dates for requesting reinstatement:

1st Monday of November for winter session and spring semester.

1st Monday of April for reinstatement for summer and fall semesters.

Academic Honesty

Academic institutions exist for the discovery and transmission of knowledge within a community of scholars, and essential to this purpose is the freedom to teach and the freedom to learn. In order for these freedoms to flourish, certain ethical standards of conduct must prevail which teachers and students uphold. The underlying principle is that of honesty, a norm well-established in our culture and manifested in virtually all aspects of our lives. Honesty in respect to academic matters includes responsibility for all authorship of one's own work and respect for the work of others. Examples of infractions of that norm are: to submit as one's work the work of another; to misrepresent one's work submitted for the satisfaction of the requirements for a course or degree; to use materials or any other assistance except that explicitly authorized by the instructor in examinations or assignments; to reveal the contents of an examination to anyone who has not yet taken the exam; to abuse, mutilate or remove, without proper authorization, any library or other study materials for the use of all students, or materials belonging to another student; failure to report infractions; any other academic-related kinds of objectionable behavior disrespectful of the rights of individuals, policies of the School and University, or not in keeping with professional standards of conduct. These infractions shall be reported promptly to the appropriate Year Director and are cause for academic probation or dismissal and/or may also result in penalties such as a failing grade in the course or assignment in question.

Dismissal of Delinquent Students

The School of Nursing reserves the right to request the withdrawal of students who do not maintain the required standing of scholarship, or whose continuance in the School

would be detrimental to their health, or to the health of others, or whose conduct is not satisfactory to the authorities of the School. It is a general expectation that students will abide by rules and regulations established by the University. Violation of University regulations may result in disciplinary measures being imposed.

Withdrawal From The School

Should a student desire or be compelled to withdraw from the School at any time, he must:

1. write a brief letter to the Dean explaining the reason for withdrawal;
2. secure a withdrawal form with appropriate signatures from the Assistant Dean for Admissions and Progressions;
3. submit the signed withdrawal form to the Office of Admissions and Registrations.

The staff of the Office of Admissions and Progressions will notify the instructors of the withdrawal.

The date used in computing refunds is the date the application for withdrawal is filed with the Registrar, Office of Admissions and Progressions.



Students on the Baltimore campus including those at the Mercy Hospital Clinical Center receive registration instructions from the Office of the Registrar.

Tuition-Fixed Charges Fee: helps defray the cost of operating the University's programs.

Instructional Resources Fee: represents a charge for instructional materials and/or laboratory supplies furnished for and to students.

Student Activities Fee: collected by the University and used at the discretion of the various student government associations to provide financial support for recreational, social and professional activities.

Student Health Fee: charged to help defray the cost of providing a Student Health Service. This service includes routine examinations and emergency care. Blue Cross or other acceptable medical insurance is also required.

Supporting Facilities Fee: payable by all students on the University of Maryland at Baltimore campus and is used to support the auxiliary facilities and service provided for the convenience of all students.

Diploma Fee: charged to help defray costs involved with graduation and commencement.

Malpractice Insurance Fee: charged at registration and is applicable to all undergraduate nursing students.

Additional expenses include the purchase of uniforms (approximate cost—\$120.00) and the recommended purchase of a stethoscope at approximately \$25.00.

No diploma, certificate, or transcript will be issued to a student until all financial obligations to the University have been satisfied.

The University reserves the right to make such changes in fees and other changes as may be necessary.

REGISTRATION

The initial registration at the School of Nursing must be done in person, and according to registration dates and procedures provided by the UMAB Office of Admissions and Registrations.

Students may preregister for subsequent semesters through the School of Nursing Office of Admissions and Progressions and may preregister by mail.

After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Students who are out of course sequence with their classmates must confer with the Assistant Dean of Admissions and Progressions and develop an individual progression pattern to be followed.

Students who fail to register during official registration periods must utilize late registration dates published by the Office of Admissions and Registrations and pay a late fee of \$20.00 together with a \$5.00 fee for each change in program. Privileges of the University are available only after registration has been completed.

RECORDS

Transcripts—All financial obligations to the University must be satisfied before a transcript of a student's record will be furnished any student or alumnus. There is a charge of \$2.00 for each transcript. Checks should be made payable to the University of Maryland. Transcripts may be obtained by writing to the Office of the Registrar, University of Maryland, 660 West Redwood Street, Baltimore, Maryland 21201.

Review of Records—All records, including academic records from other institutions, become the official file and can neither be returned nor duplicated without student's prior consent. Provisions are made for students to review their records if they desire.

FINANCIAL AID OVERVIEW

Financial aid in the form of grants, loans, and work-programs is awarded to students and is based upon apparent academic ability and financial need. Applicants must complete a financial aid application annually in the spring preceding the academic year for which aid is sought. By completing one application, the applicant will be considered for all types of aid available through the University. Separate applications must be completed to be considered for funding from sources outside the University. Because of limitations in available funds, preference is given to full-time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and non-academic regulations of the University. Baccalaureate students in the School of Nursing must have a minimum of a 2.0 average the semester prior to applying for aid; graduate students must meet academic requirements of the Graduate School. In the case of new students, applicants must have been accepted for admission to the University before the financial aid application will be awarded.

Priority date for submitting application for the following academic year is February 15. Requests for information about, and applications for, financial aid should be addressed to:

Student Aid Officer
University of Maryland at Baltimore
610 West Lombard Street
Baltimore, Maryland 21201

SOURCES OF AID—BACCALAUREATE STUDENTS

University Sources—

State Grant—Grants for minority and disadvantaged students who are residents of Maryland.

Dean's Scholarship—Grants for minority and disadvantaged students who need not be residents of Maryland.

Nurse Training Act Scholarships and Loans—Scholarships to a maximum of \$2,000 annually and loans to a maximum of \$2,500 annually. Loans are at three per cent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study—Support for students in career related employment both on and off campus during the academic year as well as the summer months.

Supplemental Educational Opportunity Grants—For students demonstrating exceptional need.

Private Endowment and Donations—Donations and bequests have established scholarship and loan accounts each varying in eligibility, amounts, availability, and repayment terms for loans.

Pi Chapter of Sigma Theta Tau—The national honor society for nursing offers a \$300 scholarship to a senior nursing student each year. Eligibility requirements are the same as those established for membership in Sigma Theta Tau. Applications may be obtained from the Office of Student Aid, Baltimore campus. The deadline for application is September 15.

Basic Educational Opportunity Grant—Awards for undergraduate students who have not previously earned a baccalaureate degree; awards, based on financial need, range from \$200 to \$1,600. Applications are available from any financial aid or high school counseling office.

Desegregation Grants—Minority students who are Maryland residents are eligible for these funds. Desegregation grants normally will be used to reduce the amount of loan included in the financial aid award.

Air Force Reserve Officers Training Corps (AFROTC)—Two-year nursing scholarships are awarded to applicants accepted into the ROTC program and the

upper division nursing program. The scholarship includes books and tuition plus \$100 dollars a month, or approximately \$1,000 a year. Applicants must enroll in the ROTC course at the University of Maryland, College Park, Maryland. See the junior or senior Year Director about availability of placement on the Washington-based team to reduce commuting problems. For further information, contact Detachment 330, University of Maryland, phone 301-454-3245/42.

Non-University Sources—

Maryland State Scholarship Board—Residents of Maryland may apply for aid through each of the following programs:

House of Delegates Scholarships
Senatorial Scholarships
General State Scholarships

Further information may be obtained from the Maryland State Scholarship Board, 2100 Guilford Avenue, Baltimore, Maryland 21218.

Bank Loans—Students may obtain educational loans through private lending institutions such as banks or credit unions. In many cases, federal assistance in the payment of the seven per cent interest can be obtained. As lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduates to borrow up to \$5,000 annually; undergraduates may borrow up to \$2,500 annually. MHELC applications are available in the Student Aid Office.

STUDENT SERVICES

Academic Counseling: The School of Nursing maintains a system of academic counseling that is course-related, provided by faculty and faculty teams. Academic counseling that involves the progression of students in the program is provided by the School's Office of Admissions and Progressions. Additionally, there are special counselors who provide academic assistance in test-taking, study skills and the writing of papers, as well as psychological counseling for personal problems. These counselors can be contacted through the Coordinator of Student Development of the School of Nursing.

Health Service: Health insurance is required of all full-time students of nursing, either the University plan or equivalent coverage. In addition, a required student health fee makes services available at the Student Health Service during the school year as well as the required physical examinations for students of nursing.

Student Government Association: A Student Government Association is operated by upper-division students in the School of Nursing with the assistance of the Coordinator of Student Development. A central body, the SGA Board, acts as a mediating and coordinating agent for the entire Student Government Association.

Academic Handbook: The School publishes an Academic Handbook for undergraduate students.

LIVING ARRANGEMENTS — UMAB CAMPUS

Information and applications for living accommodations on the Baltimore campus may be obtained from the Director of Housing, University of Maryland, Baltimore Student Union, 621 W. Lombard St., Baltimore, Md. 21201. Because of space limitations, Maryland residents and single undergraduate women students have priority for accommodations in Parsons Hall. Male and female students enrolled on the Baltimore campus may arrange for living accommodations in the Baltimore Student Union. Board contracts are not available on the Baltimore campus; meals may be purchased on an individual basis

in the Baltimore Student Union or University of Maryland Hospital cafeterias. Off-campus housing information is available through the housing office.

SCHOLASTIC AND SPECIAL AWARDS FOR BACCALAUREATE GRADUATES

1. The Edwin and L. M. Zimmerman Award is given by The Trustees of the Endowment Fund for the University of Maryland School of Nursing to the member of the graduating class who consistently demonstrates a high level of professional nursing practice in caring for patients.
2. The Frances Arnold Memorial Award is given by the Women's Auxiliary to the member of the graduating class who has shown the most interest, enthusiasm and proficiency in neurosurgical nursing.
3. The Award for Excellence in Neurological Nursing is given by the Department of Neurology in the School of Medicine to the member of the graduating class who excels in neurological nursing.
4. The Evelyn Lundeen Award for Excellence in Pediatric Premature Care is given by the Department of Pediatrics in the School of Medicine to the member of the graduating class who excels in premature pediatric care.
5. The Loretta Ford Award for Excellence in Pediatric Ambulatory Care is given by the Department of Pediatrics in the School of Medicine to the student in the graduating class who excels in premature ambulatory care.
6. The Flora Hoffman Tarun Memorial Award is given from the Endowment Fund to a member of the graduating class for leadership, loyalty and school spirit.
7. The Elizabeth Collins Lee Award is given from the Endowment Fund to the student having the second highest average in scholarship.
8. The Nurses Alumnae Association of Mercy Hospital Award for Excellence in Clinical Nursing is given to the members of the graduating class from Mercy Center who excels in clinical nursing.
9. The University of Maryland Alumni Association Award to the graduate with the highest average in scholarship is given to one member of the graduating class from the UMAB campus and one member from the Mercy campus.
10. The University of Maryland Alumni Association Award for leadership in the Professional Student Nursing Organization is given to one member of the graduating class.
11. The R.N. Faculty Award is given by the R.N. faculty to one R.N. graduating student who is outstanding in professional leadership.

EMPLOYMENT OPPORTUNITIES UPON GRADUATION

Baccalaureate graduates of the University of Maryland School of Nursing have many career opportunities available to them. Graduates may choose to practice nursing in a hospital or outpatient clinic, an extended care facility, or a variety of community agencies including schools, industries, and physician's offices. In addition, graduates who have a baccalaureate degree may choose a career in civil service, the military, or the Veteran's Administration. A survey of 1975 graduates indicated that 98 percent were employed; nonemployment was related to personal reasons. Salaries for generic graduates ranged from \$10,000 to \$12,000. The graduate who earns a baccalaureate degree as a registered nurse typically is paid at a higher rate because of prior experience in nursing.

ELIGIBILITY FOR STATE LICENSURE

Graduates of the program are eligible for admission to the examination given by the Maryland State Board of Examiners of Nurses (or by any other state board) for licensure

to practice nursing. Application is generally submitted prior to the date of graduation. Students interested in applying for admission to the University of Maryland School of Nursing should be aware of Maryland's Nurse Practice Act, Article 43, Section 299 which authorizes the Board to withhold, deny, revoke, suspend or refuse to renew the license of a nurse or applicant for a variety of reasons including conviction of a crime involving moral turpitude if nature of the offense bears directly on the fitness of the person to practice nursing or violation of any provision of the Nurse Practice Act.

COURSE DESCRIPTIONS

BACCALAUREATE PROGRAM Upper Division (Junior-Senior) Curriculum

NURS 310 Pathophysiology and its Pharmacological Implications (4) Spring Semester, junior year. This four-credit lecture, non-laboratory course is designed for students having prerequisite course work in human anatomy and physiology. Disease is presented as an alteration of form, structure or function, often not visible until it affects organ or organism function. Pharmacological interventions, emphasizing properties, actions, therapeutic uses and adverse effects of drugs upon the system are presented concurrently as diseases are described.

NURS 314 Concepts of Nursing I (9) Fall semester, junior year. The focus of the course is on man as a behavioral system, the concept of health and the role of professional nursing in helping clients maintain and/or promote health. Emphasis is placed on the assessment component of the nursing process. Clinical laboratory experiences will be primarily in community-based settings.

NURS 315 Concepts of Nursing II (9) Spring semester, junior year. Prerequisites: NURS 314, NURS 316, NURS 317, NURS 320. A study of adults and children who are experiencing biopsychosocial disruptions which are long-term and relatively stable, with a focus on nursing interventions which assist the clients to move toward optimum level of functioning. The mutual interaction between family and client is explored. Laboratory experience will include inpatient and community-based settings. (If NURS 320 is not taken in the winter session preceding NURS 315, the student must pass a mastery test related to dosage calculations within the first two weeks of the course.)

NURS 316 Human Growth and Development (3) Fall semester, junior year. Prerequisites: Sociology, Psychology, Anatomy and Physiology. Concepts from the biological and behavioral sciences are used to give the student a framework from which to view an individual from conception to late adulthood with his unique heredity, rates of growth and development and individual experiences that shape his relations to his world.

NURS 317 Deviations in Human Growth and Development (2) Winter session, junior year. Prerequisite: NURS 316. Knowledge of normal growth and development as requisite, this focuses on deviations in development which are disruptive to optimal growth. Specific deviations include learning disabilities and mental retardation. Provision for clinical application of learning is an integral part of Concepts of Nursing II since students interact with clients exhibiting deviations in their developmental patterns.

***NURS 318 Special Topics-Electives in Health Related Courses (3)** Fall semester, junior year. Designed to provide course offerings in current health-related topics which include Communication Skills in Health Education, Nutrition for Health Personnel, Sex Education, Death Education, and Principles of Cross-Cultural Nursing.

NURS 320 Introduction to the Administration of Medications (1) Junior year, winter session. An introduction to the theory and practice of medication administration. Professional and legal responsibilities as well as various modes of medication administration will be explored. Participant-observer experiences will be provided.

NURS 321 Introduction to Organizational Behavior (3) Fall, spring semesters, junior year. This course focuses on the social and psychological processes of organizations in modern society. The course provides a foundation which contributes to the student's ability to demonstrate responsible organizational behavior in meeting professional goals within health care agencies.

NURS 322 Nursing in Society (3) Fall, spring semester, senior year. This course provides an opportunity for students to study the multiple factors which have contributed to the emergence of professional nursing. The profession is studied in relation to and as an integral part of the changes in our society. Significant issues confronting the profession are identified. Upon completion of this course the student should demonstrate a better understanding of the profession of nursing in its present state of growth, an awareness of its potential and direction, and cognizance of each nurse's own responsibility in its development.

NURS 324 Concepts of Nursing III A (9) Fall, spring semester, senior year. Prerequisites: NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing biopsychosocial disruptions who are hospitalized and experiencing more intense stress states. All components of the nursing process are utilized with the client. Community data are viewed as inputs to the family system. Organizational and group behaviors are related to the health team in inpatient settings.

NURS 325 Concepts of Nursing IIIB (9) Fall, spring semesters, senior year. Prerequisites: NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing biopsychosocial disruptions with emphasis on clients experiencing varying stress states who are maintained through ambulatory services and community-based agencies. All components of the nursing process are utilized. Student interventions include the assessment of the family and intervention with one or more family members. Organization and group behaviors are applied in a peer group experience with nursing students.

NURS 334 Concepts of Nursing IV A (9) Fall semester, senior year. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups and his environment. Emphasis will be placed on the application of concepts of systems theory, health, stress, communication, family and group theory to nursing process. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 335 Concepts of Nursing IV B (9) Spring semester, senior year. Prerequisites: NURS 321, NURS 334, NURS 410. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups, and his environment. Emphasis will be placed on the application of concepts of crisis, decision making, planned change, teaching/learning, family and community. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 326 Clinical Nursing Elective (3) Senior year. Prerequisites: NURS 324, NURS 325, NURS 334, or NURS 335. Designed to offer the student an opportunity to select and study an area of particular interest in clinical nursing. Distributive and episodic nursing practice settings serve as clinical laboratories for learning. Senior students may elect to take NURS 326 off-campus under faculty mentorship.

NURS 348 Electives, Workshops, Seminars, and Institutes (1-6) Designed to provide participation in workshops, institutes and seminars in various aspects of nursing. Faculty reserve the right to place a limit on the number of credits a student may take in workshops, institutes and seminar study.

NURS 410 Survey of Research and Statistics (3) Fall, spring semester, senior year. In the context of the total research process, the basic elements of research, including defining the research question, literature search, sampling research design, measurement

and data gathering, statistical analysis, and interpretation of results are presented and their interdependence stressed. Inferential statistics include chi square, ordinal data methods, correlation, multiple regression, t test, f test, analysis of variance (one way and factorial), and analysis of covariance. Application and interpretation rather than theory or mathematical derivation are emphasized. Evaluation of measurement tools in terms of item analysis, reliability, and validity is presented. Student research teams critique a research project report in the literature and develop a research proposal which includes a pilot test of the proposed study. Prerequisite: senior standing or consent of instructor.

***NURS 418 Special Topics-Electives in Health-Related Courses (3)** Fall, spring semester, senior year. Designed to provide course offerings in current health-related topics which include: Issues in Health Services Organizations, Alcohol and Drug Abuse, Community Nutrition, Intimate Behavior, and Law and Health. An independent study component is part of the design for each offering. Students also have the opportunity to elect independent study for three credits under the direction of a faculty member.

*A limit of three credits in a NURS 318 offering and in a NURS 418 offering is acceptable toward the total of 120 credit matriculation for completion of degree requirements.



GRADUATE PROGRAM*

AREAS OF CONCENTRATION (Majors) CLINICAL

- Child Psychiatric Nursing
- Community Health Nursing
- General Psychiatric Nursing
- Gerontological Nursing
- Maternal and Child Health Nursing
- Medical-Surgical Nursing
- Primary Care Nursing (Adult and Pediatric)

ROLE

- Administration of Nursing Education
- Administration of Nursing Service
- Teaching of Nursing—Associate Degree Programs
- Teaching of Nursing—Baccalaureate Degree Programs
- Teaching of Nursing—Staff Development

OVERVIEW

The master's degree program for nurses at the University of Maryland is the only graduate program in the state. It awards approximately 100 degrees a year thus making it one of the largest in the nation. While the program is offered in the School of Nursing, it is part of the Graduate School of the University of Maryland at Baltimore; therefore, it is subject to the requirements of both schools. The graduate curriculum has undergone substantive revision with the new curriculum fully implemented in the fall semester, 1976. The program is three semesters and a minimester in length except for Primary Care Nursing which is four semesters and Gerontological Nursing which is three semesters and one summer session.

Congruent with the changing needs of society, the curriculum offers a number of specialty options to students. Students are required to develop competence in a specialized clinical area, and opportunity is provided to concentrate (major) in either the clinical or the role area depending on specific career goals and previous preparation. The student's secondary interest (minor) is selected in the opposite area so that every graduate is prepared in both a clinical and a role area.

Graduate education fosters the responsibility, creativity, and self-direction which characterize professional commitment and enhance a continuing desire to learn and grow. The graduate student is viewed as a partner in the teacher-learner dyad; receives stimulation and support for scholarly pursuits; is given the freedom to think and try out new ideas; and has the opportunity to apply knowledge and develop new skills. The opportunity to articulate beliefs, ideas and formulations is gained through interaction with faculty and other members of the academic community.

* Refer to the General Information and Resources section of this bulletin for additional information.

DOCTORAL PROGRAM

The faculty of the School of Nursing is developing a doctoral program in nursing. Implementation of the program is planned for the fall semester, 1979. Those desiring further information should write to: Director, Doctoral Program, School of Nursing, University of Maryland at Baltimore, 655 W. Lombard St., Baltimore, Maryland 21201.

ELABORATION OF THE PHILOSOPHY: GRADUATE PROGRAM

The graduate program of the School of Nursing derives its purpose directly from the underlying philosophy which is shared by the faculty. Tenets of the philosophy held by graduate faculty of the School of Nursing provide a foundation for the conceptual framework upon which the curriculum is based. This conceptual framework analyzes the unit (the individual, family or community) in terms of three interrelated expressions of health—physical, cognitive and personal. The physical expression refers to the unit's structural and functional endowment and integrity. The cognitive expression addresses the capacity of the individual to receive, to perceive and to organize information. The personal expression is concerned with the affective relationships of the unit. The relationships between the expressions are complex and vary at different points in time. The expressions lend themselves to assessment, quantification and regulation. The intervention phase of the nursing process depends on the relationships between and the pattern of the expressions of health. Evaluation of nursing intervention is achieved through examination of the resulting state of health of the unit.

Graduate education in nursing is built upon and extends a knowledge base acquired in a baccalaureate degree program in nursing and is derived from the humanities, the physical, biological and behavioral sciences. Each student brings to graduate education a unique combination of experience and capabilities and the learning environment facilitates the establishment and attainment of professional objectives throughout the educational experience. The dynamic interchange between faculty and students results in a commitment to and involvement in the development of nursing knowledge and the refinement of nursing theory. Recognizing that the growth process in the student is continuous and that the health needs of society change, the graduate program is flexible and dynamic.

PURPOSES AND OBJECTIVES OF THE GRADUATE PROGRAM

The program objectives are formulated on the assumption that graduate education builds upon undergraduate education. Graduate education is an intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing. Graduate education provides further opportunity for the student to think conceptually and to apply theory and research to practice.

The purposes of the master's degree program are to prepare nurses:

1. with expertise in a clinical field of nursing;
2. to function in one of the following areas: administration, education, clinical specialization;
3. for leadership roles;
4. for entry into doctoral study.

The objectives of the master's degree program are to prepare graduates who:

1. utilize a nursing theoretical framework as a basis for professional nursing practice;
2. generate innovative nursing actions based on theories in nursing and related fields and evaluate nursing actions of self and others;
3. incorporate organizational theories and learning theories in the practice of one of the following roles: administration, education, clinical specialization;

4. collaborate with health care providers and consumers to achieve shared health care goals;
5. use theory in nursing and related fields and observations in practice to generate hypotheses and conduct nursing research studies;
6. analyze factors influencing the health care system and devise strategies for improving delivery of health care.

In addition to the knowledge and practice components of the objectives listed above, it is recognized that the behavior of graduates should reflect an internally consistent value system. It is expected that graduates will value scientific inquiry as a basis for professional practice and will seek to increase their contributions to the nursing profession.

CURRICULUM

The nursing program leading to a Master of Science degree is three semesters and a minimester in length and requires the completion of 41 credits. There are two exceptions; the Primary Care Nursing specialty is four semesters requiring 54 credits and Gerontological Nursing is three semesters and a summer session requiring 44-45 credits.

Areas of Concentration

Each student selects a clinical practice area and a functional role area. The student then chooses either one of these as the area of concentration (major).

The student selects one area of concentration (major) from the following:

1. Administration
2. Child Psychiatric Nursing
3. Community Health Nursing
4. Education
5. General Psychiatric Nursing
6. Gerontological Nursing
7. Maternal and Child Health Nursing (Nursing of Children or Maternal-Infant Nursing)
8. Medical-Surgical Nursing
9. Primary Care Nursing (Adult or Pediatric)

For those choosing to major in administration or education, a clinical practice area must also be selected from one of the following:

- a. Community Health Nursing
- b. Maternal and Child Health Nursing
- c. Medical-Surgical Nursing
- d. Psychiatric Nursing or Child Psychiatric Nursing

In addition, all students select a functional role track from one of the following:

- a. Administration of Nursing Service
- b. Administration of Nursing Education
- c. Teaching in Associate Degree Program
- d. Teaching in Baccalaureate Degree Program
- e. Teaching in Staff Development
- f. Clinical Nurse Specialization

Curriculum Design

In summary, the curriculum design contains the following components:

1. Core courses required of all graduate students regardless of the area of concentration.
2. Clinical courses required of students in their chosen clinical area (i.e., Community Health, Gerontological, Psychiatric, Child Psychiatric, Medical-Surgical, Maternal and Child or Primary Care Nursing). All students take a designated

number of these courses regardless of whether their area of concentration is in clinical practice or role specialization.

3. Functional role track courses required of students in their chosen functional role (i.e., Administration in Nursing Service, Administration in Nursing Education, Teaching in A.D. Program, Teaching in B.S. Program, Teaching in Staff Development, and Clinical Nurse Specialization). All students take a designated number of these courses regardless of their area of concentration.
4. Research courses required of all graduate nursing students.
5. Support courses vary according to the student's area of concentration. These might include non-nursing courses.

Summary of Design

General Plan:

Core	10 credits
Clinical	6 credits
Role	6 credits
Support	8 credits
Research	5 credits
Thesis/Electives	6 credits
Total	41 credits

Primary Care Nursing:

Core	10 credits
Clinical	15 credits
Role	6 credits
Support	9 credits
Research	5 credits
Thesis/Electives	6 credits
Elective-Role Prerequisite .	3 credits
Total	54 credits

Gerontological Nursing:

Core	10 credits
Clinical	6 credits
Role	6 credits
Support	11-12 credits (includes 6 credits for second clinical area)
Research	5 credits
Thesis/Electives	6 credits
Total	44-45 credits

Thesis/Non-Thesis Option

A student may elect either a thesis or a non-thesis option, depending on the nature of the problems she/he wishes to investigate and her/his career goals; six credits are earned for either option. In addition, all students must successfully pass a written comprehensive examination.

Thesis	Under the guidance of a committee, the student designs, implements, evaluates and orally defends a research project.
Non-Thesis	Under the guidance of the adviser, the student takes six credits of electives and submits one scholarly seminar paper.

RESOURCES

Over 60 community and health care agencies cooperate with the program in providing sites for clinical and role practicum experiences and for the conduct of research. In some instances, faculty have joint appointments with the School and the agency.

Additional resources are available through the offerings of other schools of the health professions. Non-nursing courses also may be taken on the College Park campus, at the University of Maryland Baltimore County (UMBC) campus or through University College on the Baltimore campus.

In addition to the Health Sciences Library, the students have access to the Enoch Pratt Free Library of Baltimore, the Library of Congress in Washington, and the National Library of Medicine in Bethesda, Maryland. (See General Information, Instructional Facilities and Resources Section: Instructional Media Center and the Center for Research and Evaluation.)

ADMISSION

Admission to graduate study at the University of Maryland is the exclusive responsibility of the Graduate School and the Dean for Graduate Studies and Research. Applications to the graduate program in nursing are reviewed by faculty in the student's area of concentration and by the School of Nursing Graduate Committee on Admissions, Progression and Graduation. Recommendations for acceptance are then made by the Committee to the Dean for Graduate Studies and Research.

Any student who wishes to attend the School of Nursing must apply for admission, submit required credentials, and be accepted for matriculation. Consideration is given to academic work completed in other schools. Personal references are required.

After an applicant has been accepted, a faculty adviser is assigned. The adviser and the student plan a program of study leading to the degree. Course credits are officially accepted for the degree only after the student has matriculated in the School of Nursing.

Senior students in their final semester of work toward a bachelor's degree may be offered provisional admission to the graduate program pending the receipt of a supplementary transcript recording the satisfactory completion of undergraduate course work and the awarding of the degree. Completed records of all previous work must be received within three months following the completion of such study and the awarding of the baccalaureate degree.

The student must matriculate within 12 months after notification of admission acceptance. If the student does not acknowledge the acceptance, a new application must be submitted for future enrollment.

Starting on the first day of matriculation, a time limit of a maximum of five years is allowed for the completion of graduate degree requirements. This applies to part-time and full-time students.

Admission Requirements

The student's previous academic work, personal qualifications and professional experience are evaluated to determine if prerequisites have been met. Prerequisite courses do not carry credit toward the master's degree.

For admission, the applicant must meet the requirements of both the Graduate School and the Graduate Committee on Admissions, Progression and Graduation of the School of Nursing. The School of Nursing requirements are:

1. a baccalaureate degree with an upper division nursing major from an NLN accredited program;
2. satisfactory completion of a course in elementary statistics;
3. a photocopy of current licensure for the practice of nursing in one state;
4. official scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test (allow 6-8 weeks for receipt of test scores);
5. undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.75 and 3.0, provisional acceptance may be considered if the candidate demonstrates graduate study potential by other means;
6. evidence of personal and professional qualifications from three professional individuals familiar with applicant's academic ability, work experience, professional nursing contributions and potential to achieve in Graduate School. Suggested sources for recommendations include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses;
7. personal interviews are required for Primary Care Nursing and are encouraged by all specialty areas;
8. two years of full-time clinical experience are required for Primary Care; one year of full-time clinical experience is required for Community Health and one year of experience in a maternity or pediatric setting is required for Maternal and Child Health Nursing;

9. one year of full-time clinical experience is required for students wishing to major in the administrative or teaching area. (Applicants with somewhat less experience may be accepted as part-time students if full-time work experience is being pursued.)

Those applicants who exhibit exceptional qualities without meeting the stated criteria may apply for special consideration. Students who seek variance from an academic policy should appeal to the Committee on Admissions, Progression and Graduation.

A written offer of admission from the Graduate School will be sent to an applicant who meets all admission requirements. The offer will specify the time of entrance which will normally coincide with the requested starting time. Upon acceptance by the Graduate School, the applicant should reconfirm enrollment intentions by writing to the School of Nursing. If the applicant is unable to enroll at the expected date, a written request for a postponement of the admission date is made through the School of Nursing. If these arrangements are not made within one year of anticipated enrollment date, the offer of admission lapses, and a new application and fee must be submitted to be reconsidered for admission.

The offer of admission may be used as a permit to register for courses. Permanent identification as a graduate student will be issued at the time of first registration.

Admission Procedure

The admission forms should be obtained from the Office of Graduate Studies and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, Md. 21201.

1. An application fee of \$15.00 must accompany the application for admission. This fee is not refundable under any circumstance, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.
2. The following materials should be returned directly to the Office of Graduate Studies and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, Md. 21201:
 - a. two copies of the application for admission to the Graduate School;
 - b. application fee;
 - c. two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required;
 - d. letters of reference from three professionals who know the candidate's qualifications;
 - e. official record of the results of:
 1. the Miller Analogies Test (test available through testing services of most colleges and universities);
 2. the Aptitude Portion of the Graduate Record Examinations (Applicants should write to the Graduate Record Examinations, Educational Testing Services, Princeton, N.J. 08540 for details.);
 3. Applications and supporting documents must be received by July 1 for the fall semester, December 1 for the winter session and the spring semester, and May 15 for the summer session.

Admission Status

Applicants are offered admission status in the graduate program according to the following categories:

1. Unconditional Admission: applicant meets all requirements;
2. Provisional Admission: applicant does not meet all requirements for unconditional admission but who in the opinion of the Graduate School and the Graduate Program Admissions Committee demonstrates potential for graduate study. To qualify for continued enrollment the student admitted provisionally must achieve a B grade or above in every course during the first semester of full time study (the first 12 credits for part-time students). Unconditional status

will be granted upon attainment of a B grade or better in every course in the first semester of full-time study (minimum of 9 credits) or in the first 12 credits of part-time study;

3. Incomplete Admission: applicants for whom information is incomplete;
4. Nondegree Graduate Status: applicant may enroll on a "course work only" basis for a specified period of time if the applicant's record meets Graduate School standards.

Admission is granted by the Dean for Graduate Studies and Research and is confirmed by enrollment in the term for which admission is approved.

Part-time Study

Students eligible for admission but who are able to devote only a portion of their time to graduate study are subject to the same privileges and matriculation requirements as full-time students. Part-time students are urged to assume responsibility for program planning with an adviser. All students must complete the program within five years of matriculation.

A graduate student who is in good standing at another institution may apply to enroll for a single course or summer session (see Categories of Admission in the Graduate School Bulletin).

Foreign Students

Students from foreign countries who show evidence of education equivalent to a baccalaureate degree in nursing are considered for admission. All applicants who are not citizens of the United States are classified as foreign students for admission purposes (see the Graduate School Bulletin for further information).

Record Maintenance and Disposition

All records, including academic records from other institutions, become the official file and can neither be returned nor duplicated without the student's prior consent. Provisions are made for students to review their records if they desire.

Admission credentials and application data are retained for one year only. This regulation pertains to applicants who: did not register for courses at the period for which they had been admitted; did not respond to a departmental request for additional information; did not respond to requests for additional transcripts or test results; or were disapproved for admission.

Student Advisement

Upon admission to the graduate program each student is assigned an academic adviser from the major area of concentration. The student is also assigned an adviser in the secondary area of interest. The adviser assignments are subject to change as additional interests of the student are determined or upon request of the adviser or advisee. The adviser is available for academic counseling and guides the student in a plan of study, determination of thesis or non-thesis option, and selection of thesis chairman or readers for the seminar paper.

A nondegree student is assigned an adviser at the time of acceptance. An official record of courses is kept for all nondegree students. If a student subsequently wishes to enter the degree program, reapplication is necessary. While consideration may be given at a later date to the application of credits earned toward a degree program while in this status, there is no assurance that such requests will be granted. If granted, a maximum of six credits may be transferred.

Plan of Study

A Plan of Study form for all graduate degree students (which outlines the student's expected progression through the degree requirements) must be filled out by the student and the faculty adviser. One copy of this Plan of Study must be filed with the Graduate Office by the beginning of the second semester of study (or at the end of nine hours, in the case of part-time students). A second copy of the Plan of Study remains in the

student's School of Nursing file. Any major alteration of the plan necessitates the refile of an amended plan. It is suggested that students retain a copy of this plan for their own files.

The entire course of study constitutes a unified program approved by the student's major adviser and by the Graduate School. Faculty in each department provide individualized guidance in the selection of courses based upon guidelines and policies approved by the Graduate Curriculum Committee and the Graduate School. Considerable flexibility is possible within a student's area of interest and specific career goals. Beginning competence in research is provided by the inclusion of courses in research and statistics.

The nature of graduate education requires serious and rigorous study. All students are required to successfully pass a written comprehensive examination. Additional regulations and requirements may be found in the Baltimore campus bulletin of the Graduate School and in Important Dates for Advisers and Students, issued each year by the Graduate School.

REGISTRATION

Registration is conducted by the Office of Admissions and Registrations, UMAB campus. The student receives detailed instructions concerning dates and registration procedures. Each matriculated student in the School of Nursing must obtain official approval from an adviser for all courses in which enrollment is sought outside the School of Nursing. Credit is granted only if such courses have had prior approval and are successfully completed. Students must file a list of these courses with the registrar on a registration card signed by the adviser. Graduate students are not permitted to enroll for courses on a pass/fail basis.

Students admitted to the Graduate School pay tuition fees whether or not the credit will be used to satisfy program requirements. Graduate credit will not be given unless the student has been admitted to the Graduate School. The admission of a new student is validated when he registers for and completes at least one course during the semester for which entrance was authorized.

Every student must register during the official registration period. Students failing to register during these periods will be subject to late registration fees and must have the consent of their adviser, the course instructor, the Graduate School, and the registrar.

Late Registration Fee	\$20.00
Change Fee charged for each change in program	5.00

Students must be registered for at least one credit in the semester in which they wish to graduate.

After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Registration is completed with the payment of the required fees. Privileges of the University are available only after registration has been completed.

GRADUATE UNIT SYSTEM

In order to accurately reflect the involvement of graduate students in their programs of study and research, and the use of University resources in those programs, the graduate councils use the graduate unit system in making calculations to determine full or part-time graduate student status, in the administration of minimum registration requirements described below, and in responding to student requests for certification of full-time status.

The number of graduate units per semester credit hour is calculated in the following manner:

Courses in the 001-399 series carry 2 units/credit hour.
Courses in the 400-499 series carry 4 units/credit hour.
Courses in the 500-599 series carry 5 units/credit hour.
Courses in the 600-798 and 800-898 series carry 6 units/credit hour.
Master's thesis research (799) carries 12 units/credit hour.
Doctoral dissertation research (899) carries 18 units/credit hour.

To be certified a full-time student, a graduate student must be officially registered for a combination of courses equivalent to 48 units per semester. A graduate assistant holding a regular appointment is a full-time student if registered for 24 units in addition to the service appointment.

Any graduate student making any demand upon the academic or support services of the University, whether taking regular lecture, seminar or independent study courses, using University libraries, laboratories, computer facilities, office space, consulting with faculty advisers or taking comprehensive or final oral examinations, must register for the number of graduate units which, in the judgment of the faculty adviser, accurately reflect the student's involvement in graduate study and use of University resources.

SCHOLASTIC REQUIREMENTS

The Graduate School requires that a student achieve a B or 3.0 GPA for the entire program. No grade below a C is acceptable toward the graduate degree. The School of Nursing requires that a student receive a B or higher in the nursing courses in her/his area of concentration. Any course with a grade below B in the area of concentration must be repeated.

Since graduate students must maintain an overall B average, every credit hour of C in course work must be balanced by a credit hour of A. A course in which a grade of less than B is received may be repeated. The grade on the repeated course whether it is higher or lower than the original grade replaces the original grade. Courses in the degree program which are completed with a D or F must be repeated. Grades earned for thesis research are not included in the computation of the GPA.

Grades from courses which are transferred in for degree credit from other schools and/or previous study are also not included in the computation of the GPA.

Transfer Credits

A maximum of six credits of acceptable graduate level course work may be applied toward the master's degree as transfer credits from another school or from the course work only status. Permission must be given by the major adviser and the Graduate School before any credits are transferred. In order to be eligible for transfer, the transfer course must have been taken within the five-year limit for the degree, and it may not have been used to satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the final grade point average (GPA).

Credit by Examination

A graduate student may receive credit-by-examination only for a course which he is otherwise eligible to receive graduate degree credit. A maximum of six credits is possible through credit-by-examination; nine credits can be accepted in the Primary Care Nursing program. A graduate student seeking to utilize this option must obtain the consent of the adviser and of the instructor currently responsible for the course. The graduate School maintains a list of courses for which examinations are available or will be prepared. Full-time students are charged \$30.00 for each course examination regardless of the number of credits. This fee is paid upon application for the examination and is not refundable regardless of whether or not the student completes the examination. Part-time students are charged on the same cost-per-credit-hour basis as though they were taking the course in the regular manner. The grade(s) received for course(s) accepted through credit-by-examination is (are) computed in the grade point average.

Withdrawal from a Course

A withdrawal is noted on the student's transcript by a WD. In cases of excessive absences from courses an F is given unless the student officially withdraws from a course. The semester credits for the F grade are computed in the grade point average.

Incomplete Course Work

A grade of I (Incomplete) is given if course work is not completed because of illness or other reasons satisfactory to the instructor. In calculating the GPA, $I = 0$; therefore a grade of I constitutes a penalty until the I grade is removed. The work must be completed and the I grade must be converted to a letter grade by the end of the next semester (exceptions include courses numbered 799 or 899 or special problems courses requiring two or more semesters of work before a grade can be determined). If the course requirements are not completed the I grade can be changed by the instructor to a grade appropriate to a computation without the missing work. A course with an incomplete grade should not be repeated. Students with provisional admission or on academic probation may not register for additional course work until the I grade is removed.

Unsatisfactory Achievement

At the end of each semester, the record of any student with a grade point average below 3.0 is reviewed by the Graduate Committee on Admissions, Progression and Graduation. A student's registration in the graduate program may be discontinued at any time if work or progress is deemed unsatisfactory.

1. When either the cumulative or semester grade point average is between 2.71 and 2.99 at the end of any semester of full-time study (or 12 credits of part-time study), upon recommendation of the Graduate Committee on Admissions, Progression and Graduation, the student may be placed on probation and permitted another semester of study (or 12 credits of part-time study). At the end of the semester on probation, the cumulative grade point average must be 3.0 in order for the student to remain in the School.
2. When the grade point average is 2.7 or below upon completion of any semester of full-time graduate study (or 12 credits of part-time study), upon recommendation of the Graduate Committee on Admissions, Progression and Graduation and the Dean of the Graduate School, the student will be requested to withdraw. To be considered for readmission, the procedures and policies outlined for admission must be followed; the application records will be reviewed with those of all new applicants.

Withdrawal, Suspension, Dismissal

A "Graduate School Program Withdrawal Form" must be completed and submitted when a student officially withdraws from the graduate program. An application for withdrawal bearing the proper signatures must be filed in the Office of the Registrar. If a student leaves the University prior to the conclusion of a semester or session, the date used in computing a refund is the date the application for withdrawal is filed in the registrar's office. A student who withdraws during the semester and does not file an application for withdrawal with the registrar will receive marks of failure in all courses and will forfeit the right to any refund.

The faculty adviser and graduate student share the responsibility for the student's progress. Students are expected to comply with rules and procedures of the Graduate School as well as with specific requirements established by individual departments. In fulfilling this responsibility the student should seek the advice of a faculty adviser, department chairperson, and/or the administrative officers of the School of Nursing and the staff of the Dean for Graduate Studies.

Procedures are established to protect the institution's integrity and the individual student's interests and welfare. The University of Maryland, through its various faculties and appropriate committees, reserves the discretionary right to suspend any student from the University for failure to maintain a satisfactory academic record, acceptable personal

behavior, accepted standards of practice in a clinical agency, or satisfactory standard of health.

When the actions of a student are judged by competent authority using established procedure to be detrimental to the interests of the university community, that person may be required to withdraw from the University.

Graduation

Requirements for graduation from the master's degree program include: completion of the planned program within a five-year period, achieving a cumulative grade point average of B or 3.0, and completion of a minimum of one year of full-time study or its equivalent.

The student must be registered for at least one credit in the semester in which she/he wishes to graduate.

Application for the diploma must be filed with the Office of the Registrar within the first three weeks of the semester in which the candidate expects to obtain a degree except during the summer session. During the summer session, the application must be filed in the Office of the Registrar during the first week of classes.

If, for any reason, a student does not graduate at the end of the semester in which he applies for the diploma, he must reapply for it in the semester in which he expects to graduate.

FEES AND EXPENSES

Matriculation (new students)	\$ 15.00
Tuition — per credit (in-state)	55.00
Tuition — per credit (out-of-state)	95.00
Supporting Facilities Fee (full-time) per semester	30.00
Supporting Facilities Fee (part-time) per semester	6.00
Student Health Fee (full-time) per semester	5.00
Student Health Fee (part-time) per semester	2.00
Health Insurance (Blue Cross)*	
One Person	102.12
Two Persons	196.68
Family	261.98
Student Activity Fee (\$7.00 per semester)	7.00
Graduation Fee	15.00
Continuous Registration Fee (Doctoral Candidates)	10.00
Late Registration Fee	20.00
Change Fee	5.00

***Student Health and Health Insurance**

Health insurance is required of all full-time professional school students (nine or more semester hours) in addition to the Student Health Fee. The insurance coverage at the University of Maryland at Baltimore is Blue Cross-Blue Shield Diagnostic and Major Medical. Additional information concerning this program may be obtained from the Student Health Office.

Students with equivalent insurance coverage must provide proof of such membership at the time of registration and obtain a hospital insurance waiver.

Health Services are provided for School of Nursing students through the Student Health Office in Howard Hall.

Malpractice Insurance

All graduate nursing students are required to carry professional malpractice insurance throughout their academic program. Documentation of coverage is required at the time of every registration and must meet the amount set by the School of Nursing and clinical agencies.

FINANCIAL AID OVERVIEW

Financial aid in the form of scholarships, grants, loans, and work-programs is awarded to women and men students and is based upon apparent academic ability, nearness to program completion and financial need. Applicants must complete a traineeship application at admission or preregistration preceding the semester for which aid is sought. Separate applications must be completed in the financial aid office to be considered for funding from sources outside the school. Because of limitations in available funds, preference is given to full-time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and nonacademic regulations of the University. Graduate students must maintain a 3.0 GPA to be eligible for financial aid. In the case of new students, applicants must have been accepted for admission to the University before the financial application will be reviewed.

Students should make early contact with the financial aid office to insure compliance with filing dates for completed aid applications. Requests for information about, and applications for, financial aid should be addressed to the following:

Student Aid Officer
University of Maryland at Baltimore
610 W. Lombard Street
Baltimore, Maryland 21201

SOURCES OF AID

University Sources

Traineeships—Students who meet admission requirements and are U.S. citizens are eligible to apply to the School of Nursing for federal funds for full-time study. Professional nurse traineeships available from the Division of Nursing, Health Resources Administration, Health, Education, and Welfare, provide tuition, fees, and a monthly stipend. Students in selected specialty areas may also be eligible for support under specialized grants obtained by the School of Nursing or available through application to a specific foundation or funding source. Since there are limitations on the number of traineeships available, applicants are ranked according to total professional background.

In the case of all traineeships, prospective students make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established. Graduate students also are referred to the Federal Nursing Loan and Scholarship Program available through the financial aid office.

Nurse Training Act Scholarships and Loans—Scholarships to a maximum of \$2,000 annually and loans to a maximum of \$2,500 annually are available. Loans are at three per cent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study—Support for students in career related employment both on and off campus during the academic year as well as the summer months may be available.

Non-University Sources

Bank Loans—Students may obtain educational loans through private lending institutions such as banks or credit unions. In many cases, federal assistance in the payment of the seven per cent interest can be obtained. As lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduate students to borrow up to \$2,000 annually. MHELC applications are available in the Student Aid Office.

EMPLOYMENT OPPORTUNITIES

Graduates of the master's degree program of the University of Maryland have a variety of employment opportunities. Surveys of recent graduates (since 1975) indicate 100% employment. Approximately 60% of these graduates are employed in hospitals, 30% as faculty in schools of nursing and 10% in other areas including nursing homes, community mental health and public health clinics. Salaries vary with the type of position, the setting, the geographical areas, and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, D.C. area for new master's graduates range from \$12,709—\$18,000 per year.

GRADUATE STUDENT ORGANIZATIONS

Graduates in Nursing (GIN) is an organization of all the students in the graduate program in the School of Nursing. The purpose of the organization is to foster unity among graduate students to aid in the pursuit of individual, institutional and professional goals, and to enhance communication among students, faculty and the community. Student representatives function in a liaison capacity by serving on various School and University committees. GIN serves the graduate student body through orientation programs, a monthly newsletter, education and social functions, and the establishment of ad hoc committees when student, faculty and community needs arise.

As a focal point for graduate student awareness, the UMAB Graduate Student Association (GSA) is comprised of one representative from each department on campus that offers a graduate degree. Its main purpose is to promote a better graduate student life by providing efficient orientation of new students, communicating research interests across departmental lines, and providing a channel for the communication of graduate student concerns to the Dean for Graduate Studies and Research and to the Graduate Council. The Graduate Student Association chooses one of its own members each year to serve as a voting member of the Graduate Council and also elects representatives to the UMAB Senate.



COURSE DESCRIPTIONS

NURS 602 Conceptual Framework for Nursing Practice (5) This course provides an introduction to the articulation of a philosophy of nursing to a conceptual framework for nursing practice. Our philosophy states that the personal, cognitive, and physical expressions of health interact throughout life and unfold in dynamic interplay with the environment. The two credit theory session each week is a coordinated approach by representative departmental faculty in which the study of scientific concepts which influence man's expressions of health is emphasized. The other three credits provide a departmentally supervised clinical practicum with emphasis on assessment and on evaluation of nursing interventions or regulatory processes. (Reid and Faculty)

NURS 604 Organizational Behavior and Role Fulfillment (3) An exploration and analysis of commonalities inherent in nursing practice in various roles. Content from systems, role, organizational behavior, consultation, learning and change theories provides the basis for synthesis into a conceptual framework of practice in teaching, clinical practice and administration. (Faculty)

NURS 606 Influential Forces, Health Care and Health Care Systems (2) The identification and analysis of the economic, social, political and educational forces which influence the health of man, affect the health care delivery system and produce changes in nursing. (Faculty)

NURS 608 Special Problems in Nursing (1-3) Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 611 Introduction to Concepts and Techniques of Primary Care Nursing (2) This course emphasizes the development of the student's concepts of the expanded nursing role. It builds on assessment skills and knowledge pertaining to the conceptual framework acquired in NURS 602. It provides opportunity to collect and analyze data with a variety of skills and techniques that expand the nursing process for the health of adults. Concurrent: NURS 602, NPHY 480. (Faculty)

NURS 613 Clinical Diagnosis and Management I (4) This course prepares the student to function at a beginning level as a nurse practitioner in an ambulatory setting. This is the first of two sequential courses which focuses on a different set of health problems for study. The student applies the nursing process by performing diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive and physical health of clients with common health problems. Prerequisite: NURS 611, NPHY 480. Open to majors only. (Faculty)

NURS 614 Clinical Diagnosis and Management II (4) This course prepares the student to function as a nurse practitioner in an ambulatory setting with clients who have complex health problems. This is the second of two sequential courses which apply the nursing process by performing communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive and physical health of clients. Prerequisite: NURS 613. Open to majors only. (Faculty)

NURS 615 Advanced Primary Health Care (5) This course consists of intensive applied clinical experience and seminar sessions. It is designed to assist the student in analyzing multiple variables in health and disease, and through a problem-solving approach, determine an optimal plan in relation to both short and long-term goals. The emphasis is on increased independence and decision-making in an interprofessional environment. Prerequisite: NURS 614. Open to majors only. (Faculty)

NURS 618 Special Problems in Primary Care (1-3) An independent study experience which allows students in the primary care department to develop special competencies or obtain in-depth clinical experience. Students outside the Department of Primary Care Nursing may elect this experience to study selected concepts relating to primary care nursing. Registration upon consent of adviser. Students may register for varying units of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 621 Medical-Surgical Nursing I (2) The first level Medical-Surgical Nursing course focuses on systematic exploration of concepts that are particularly pertinent to adult clients with physical alterations. The concepts are developed within the graduate program framework, interrelationships among concepts are determined and clinical implications are considered. Values, beliefs, and attitudes about nursing, health, and illness are explored. Prerequisite or concurrent: NURS 602 and NPHY 480. (Shubkagel and Faculty)

NURS 622 Medical-Surgical Nursing II (4) Building on Nursing 602 and 621 this course focuses on the articulation of selected concepts with the development, implementation, and evaluation of regulatory processes from the perspective of the graduate program framework. The practicum gives the students an opportunity to test the presented theory within a clinical perspective, to strengthen and extend previously acquired knowledge and skill, and to progress toward attainment of individual clinical goals. Prerequisite: NURS 621. (Shubkagel and Faculty)

NURS 625 Introduction to Gerontological Nursing (2) This introductory course traces, via an historical perspective, the beginnings of the science of gerontology and gerontological nursing. The focus is on implications for nursing in regard to the myths and misconceptions, current health care problems and the influence societal thinking has had on attitudes and interests regarding the elderly. (Brock)

NURS 626 Processes of Aging: Implications for Nursing Care (4) This course provides an indepth analysis of specific concepts related to the cognitive, physical and psychosocial health care problems of the aged. The emphasis in exploring these concepts is on assessment methodologies and nursing care strategies which are designed to assist the aged person to cope with alterations in the expressions of health related to the aging process and, where possible, prevent the occurrence of alterations in health. (Brock)

NURS 628 Special Problems in Medical-Surgical Nursing (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special topics or topics of an interdepartmental nature within the broad category of medical-surgical nursing. Registration upon consent of adviser. Student may register for varying amounts of credits ranging from one-three credits per semester with a maximum of six credits per degree. (Shubkagel and Faculty)

NURS 631 Maternal and Infant Nursing I (2) First of a two-semester sequence. A conceptual approach which focuses on extensive understanding of nursing in society's total program of maternal health services with emphasis on increased practitioner skills for independent and collaborative components of professional nursing of mothers and infants. Prerequisite: NURS 602. (Neal and Faculty)

NURS 632 Maternal and Infant Nursing II (4) Focuses on extensive knowledge and understanding of maternal care and on gaining increased collaborative and practitioner skills in professional nursing within interdisciplinary health agencies and institutions. Second semester of a two-semester sequence. Prerequisite: NURS 602 and NURS 631. (Neal and Faculty)

NURS 638 Special Problems in Maternity Nursing (1-3) Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental

nature within the broad category of maternity nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Neal and Faculty)

NURS 641 Nursing of Children I (2) First semester of a two-semester sequence. Focuses on extensive knowledge and understanding of nursing in society's total program of childhealth services and on gaining increased practitioner skills in professional nursing of children. Prerequisite: NURS 602. (Neal and Faculty)

NURS 642 Nursing of Children II (4) Focuses on extensive knowledge and understanding in society's total program of child health services and in gaining increased collaborative and practitioner skills in professional nursing of children. Second semester of a two-semester sequence. Prerequisite: NURS 602 and NURS 641. (Neal and Faculty)

NURS 648 Special Problems in Nursing of Children (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of nursing of children. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Neal and Faculty)

NURS 650 Individual Therapy I (3) The course will consist of one theory seminar per week, clinical experience in which the student provides two hours of individual psychotherapy per week, and a supervisory seminar with individual supervision as needed. In this course, students are given the opportunity to examine and apply concepts that include dynamics of human behavior, formation of personality, the techniques of problem-solving, and the skills of communication in relation to therapeutic nursing care of psychiatric patients. Offered Fall Semester. (Robinson)

NURS 651 Individual Therapy II (3) The course will consist of a seminar every other week and clinical experience in which the student provides a minimum of two hours of individual psychotherapy per week. Supervision of the practicum is weekly. Twice a month the scheduled supervision will occur in a group; the alternate week's supervision is on an individual basis. Both process recordings and tape recorded interviews will be utilized. In this course, students are given the opportunity to expand their knowledge of concepts and therapeutic interviews with psychiatric patients which they identified in NURS 650. Prerequisite: NURS 650. (Robinson)

NURS 652 Group Theory and Practice I (3) This course is designed to provide the basis for a conceptual framework in group psychotherapy. Emphasis is placed on the application of theory to group practice. Included is the study of the therapist's role in the development of technical and communication skills in group work. Each student is required to co-lead a group approved by the faculty. (McManama)

NURS 653 Group Theory and Practice II (3) This course is designed to further develop the student's theoretical and clinical expertise in group work and group psychotherapy. Emphasis is placed on the role of the therapist in the integration and utilization of theoretical concepts to clinical group practice and in developing skills in supervision. Specialized group therapy techniques and research as related to group practice are reviewed. Each student is required to co-lead a group approved by the faculty. Prerequisite: NURS 652. (McManama)

NURS 654 Liaison Nursing (3) The students gain skills in therapeutic interaction with hospitalized, physically ill patients based upon their assessment of the patient's psychological needs and an evaluation of appropriate vehicles for their gratification. Goals are established which take into consideration physiological versus psychological priorities, assigning weights in terms of immediacy of need. The hospital is viewed as a social system, and means of interacting effectively in it are explored. Offered Spring Semester. (Robinson)

NURS 655 Orientation to Critical Concepts in Family (3) Orientation to the theories and techniques of family therapy. Emphasis on family systems theory (the Bowen Theory). Interview experience with selected families and development of observational skills. (Cain and Ward)

NURS 656 Introduction to Clinical Practice With Families (3) Orientation to the role of the clinician in family therapy. Emphasis is on the identification of existing family behavior patterns. Clinical practice with at least one family. Prerequisite: NURS 655. (Cain and Slater)

NURS 657 Advanced Clinical Practice With Families (3) Advanced clinical practice and refinement of clinical skills. Prerequisite: NURS 656. (Cain)

NURS 658 Special Problems in Adult Psychiatric Nursing (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the area of adult psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 660 Introduction to Selected Aspects of Child Development I (2) This course explores selective theoretical concepts of child development during the first six years of life. Emphasis is placed on integrating personality development and intellectual development. Assessment tools which reflect the theories presented will be discussed. (McElroy)

NURS 661 Orientation to Critical Problems in Family-Child Relationships I (2) First semester of a two-semester sequence. Examination of theoretical concepts of normal and abnormal psychological developments that are applicable to nursing situations. (Faculty)

NURS 664 Introduction to Selected Aspects of Child Development II (2) This course explores selective theoretical concepts of child development during the years from seven through adolescence. Emphasis is placed on examining the following theorists: Erikson, Winnicott, Lidz and Piaget. Prerequisite: NURS 660. (McElroy)

NURS 665 Comprehensive Care of Children With Psychiatric Disorders I (4) Second semester of a two-semester sequence. Assessment of child psychiatric nursing practice in primary, secondary, and tertiary prevention of emotional disturbances of children. Students gain experience in practice of treatment modalities in inpatient and community settings. (Faculty)

NURS 668 Special Problems in Child Psychiatric Nursing (1-3) Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of child psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 670 School Health (2) This course is designed to examine factors and programs that contribute to the promotion and maintenance of health in the school population. The development of school health programs and services are discussed. Issues, legislation and organizations involved in school health are explored. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary approach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Session. (Northrop)

NURS 671 Epidemiology (2) A contemporary approach to epidemiological concepts and methods. General considerations and laboratory application to data in specific

situations. Open to non-nursing majors with permission of instructor. Prerequisite: Statistics. Offered Spring Semester. (Kohler)

NURS 672 Community Health Nursing I (1) This first level departmental course is designed to explore the relevancy of the school's conceptual framework for community health practice. Students also discuss the nature and scope of community health nursing and its relationship to the public health sciences and to nursing. Family and community are identified as the basic units of study and primary prevention as a major responsibility. Prerequisite or concurrent: NURS 602. Offered Fall Semester. (White and Ruth)

NURS 673 Community Health Nursing II (3) This is a required second level departmental course. Although students continue with their community assessment and one well family selected during NURS 602, analytical focus is extended to include the use of regulatory processes with families who have multiple problems. Additional conceptual frameworks commonly employed in family and community study are examined. Program planning, implementation, and evaluation are discussed in relation to the student's assessment of a community's health problems. Prerequisite: NURS 606 and NURS 672. Offered Spring Semester. (Ruth and Northrop)

NURS 674 Community Health Nursing Within the Health Care System (2) This course focuses upon the relationship between the health level of the community and the organization of the health care system. Social and political forces and major public policies that are shaping the organization and delivery of community health nursing services will be analyzed. An examination of theory, research, governmental and other professional documents will provide the bases for discussion as to how effective and efficient services can be achieved. Various systems of health care organization will be compared in terms of health level, structure, and reimbursement mechanisms. Open to non-nursing majors with permission of instructor. Offered Spring Semester. (Ruth)

NURS 675 Community Health Nursing III (2) This is a required third level departmental course for students whose area of concentration is community health nursing. It is given concurrently with the practicum in role preparation. While the emphasis is upon intervention strategies and regulatory processes in community health nursing, content related to public health administration is discussed and includes areas such as reimbursement mechanisms, legislation and regulation, and standards of practice. Students will plan, implement, and evaluate a health program of primary prevention in their selected communities. Prerequisite: NURS 604 and NURS 673. Offered Fall Semester. (Faculty)

NURS 676 Community Health Groups: Leadership Strategies (2) The theory content and practicum of this course offer learning experiences particularly pertinent and applicable to working with well families and health-oriented community groups. The course is designed to provide graduate students in community health nursing and other specialty areas an opportunity to gain additional skills in the use of group leadership strategies to bring about change toward defined goals and objectives. Prerequisite: Basic course in group dynamics; permission of instructor. Open to non-nursing majors. Offered Spring Semester. (White)

NURS 677 Urban Health (2) This course focuses on the impact of demographic and social change on health in the urban setting. Emphasis is on viewing health and health services within an analytical perspective stressing interrelationships with urban structure, patterns of demographic transition, urban life styles and environments, and the resources and strengths of urban community systems. Open to non-nursing majors with permission of instructor. Offered Fall Semester. (Lenz)

NURS 678 Special Problems in Community Health Nursing (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of community health nursing. Registration by

consent of adviser. Students may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 680 Curriculum and Instruction in Nursing Education (3) This course combines the elements of the curriculum process with instructional principles and methodologies through both faculty and student conducted seminars. It is designed to assist the student in the understanding and application of the foundations and methods of curriculum development. Prerequisite or concurrent: NURS 604. (Blakeney)

NURS 682 Practicum in Teaching in Nursing (3) Experience in clinical and classroom settings promotes the opportunity for development and increased skill in the total teaching learning process. An analytical approach to teaching effectiveness is emphasized. Placement in junior colleges, baccalaureate programs or inservice settings is arranged according to track selected. Prerequisite or concurrent: NURS 680. (Matejski and Robinette)

NURS 683 Practicum for Clinical Specialist in Nursing (4) Supervised experience is provided by each clinical department which will prepare the graduate student to function in the role of clinical specialist. Placement may be in community or home settings, chronic and long-term care facilities as well as intensive care units. Concurrent: NURS 684. (Faculty)

NURS 684 Seminar in Nursing—Clinical Specialization (2) This seminar focuses on increasing organizational behaviors to function effectively as clinical nurse specialists. Particular attention is given to improving the delivery of health care to consumers through consultation, teaching, research, and clinical practice in medical-surgical, maternal and child health, psychiatric (adult and child), gerontological and community health nursing. Concurrent: NURS 683. (Faculty)

NURS 685 Instructional Skills (3) This course, conducted by means of micro teaching lab, fosters the development and analysis of selected teaching skills directed at pre-determined levels of functioning in the cognitive, affective and psychomotor domains. Prerequisite: NURS 604 and two semesters of clinical course work. Prerequisite or concurrent: NURS 680. (Robinette)

NURS 688 Special Problems in Nursing Education (1-3) The major objectives of this independent study experience are to develop further competencies in the area of teaching. Registration upon consent of adviser. Student may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 689 Special Problems in Clinical Specialization (1-3) The major objectives of this independent study experience are to develop further competencies in the areas of clinical specialization. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 691 Administration of Nursing Education (2) Application of administrative processes as employed in nursing education settings. Comparison and contrasts of administrative skill requirements among types of educational programs will be addressed where appropriate. Prerequisite: NURS 604. (Hechenberger)

NURS 692 Administration of Nursing Service (2) Examination and application of administrative processes employed in nursing service settings. The independent and interdependent functions of nurse administrators in an organization, at various levels of decision making, are identified and analyzed. Prerequisite: NURS 604. (Proulx)

NURS 693 Practicum in Nursing Service Administration (4) Field placements provide for synthesis of learning through observation of and participation in administrative activities. Placements are arranged to support skill development in keeping with the student's career goals. Regular conferences with university instructors and field preceptor enrich the student's learning opportunity. Prerequisite: NURS 692. (Proulx)

NURS 694 Practicum in Nursing Education Administration (4) Field placement provides for synthesis of learning through observation of and participation in administrative activities. Students may elect placement in baccalaureate or associate degree basic education programs or in staff development settings. Regular conferences with university instructors and the field preceptor enrich the student's learning opportunity. Prerequisite: NURS 691. (Hechenberger)

NURS 695 Organization Development in Nursing (3) Explores the nature, origin, and strategies of Organization Development. Concepts related to behavioral science interventions for organizational improvements are based on the processes of planning, organizing, leading, and evaluating. Prerequisite: NURS 604. (Hechenberger and Hughes)

NURS 696 Cases and Concepts in Nursing Administration (2) Second level course in Nursing Administration. It is a required course for students whose major area of concentration is Administration of Nursing Service/Education and is an elective course open to all other students. The course focuses on administrative cases and is designed to assist the student in exploring administrative concepts and analyzing administrative situations. Prerequisite: NURS 604. (Hechenberger and Proulx)

NURS 698 Special Problems in Nursing Administration (1-3) The major objective of this independent study experience is to develop further competencies in the area of administration. Registration by consent of adviser. Student may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 701 Research Methods and Materials in Nursing (3) One four-hour lecture/lab a week. Includes basic understandings of the philosophy of research, the nature of scientific thinking, methods of research, and research literature in nursing. Working in teams, students plan and implement a research study. Prerequisite: Basic statistics. (Shelley and Faculty)

NURS 702 Application of Inferential Statistics to Nursing Research Designs (2) This course emphasizes the requirements and interpretation of inferential procedures widely used in nursing research designs. Statistical computer programs are utilized with actual nursing data. Selection of the most appropriate procedure is stressed. Data snooping and alternative analyses are studied including bivariate correlation, partial correlation, one-way ANOVA, ANCOVA, multiple regression and various nonparametric analyses. Instrument reliability is computed and an overview of other procedures is presented. A pragmatic rather than mathematical approach is used. A three-hour session each week combines lecture and lab. Prerequisite: NURS 701. (Faculty)

NURS 708 Special Problems in Nursing Research (1-3) The major objective of this independent study experience is to develop further research competencies. Registration upon consent of instructor. Variable amounts of credit ranging from one-three per semester may be taken with a maximum of six credits per degree. (Faculty)

NURS 710 Health Supervision of the Well Child I (3) This is the first of two sequential courses which focus on health promotion and health maintenance for children. This course deals primarily with the health needs of children during the first five years of life. The student will function at a beginning level as a Nurse Practitioner in an ambulatory setting. Emphasis is placed on application of the nursing process: assessing the physical, personal and cognitive expressions of health of well children during the first five years of life within the context of their family environments; developing plans of care based on knowledge of the cultural patterns of the family and of the predominant pattern of organization of the child's expressions of health, implementing and evaluating nursing strategies to promote health and normal growth and development. Prerequisite: NURS 602, NURS 611 or permission of the instructor. (Faculty)

NURS 711 Health Supervision of the Well Child II (3) This is the second of two sequential courses which apply the conceptual framework of the graduate program and

the nursing process through communication and assessment skills, developing plans of care, implementing and evaluating the use of selected regulatory processes to promote the personal, cognitive and physical health of children. The course focuses on the health needs of school age children and adolescents. Normal growth and development are emphasized. Prerequisite: NURS 710 or permission of instructor. (Faculty)

NURS 713 Common Health Problems of Children I (4) This is the first of two sequential courses which focus on selected health problems of children frequently encountered in ambulatory settings and the underlying alterations in health equilibrium. Emphasis is placed on problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention. Prerequisite: NURS 602, NURS 611 or permission of instructor. (Faculty)

NURS 714 Common Health Problems of Children II (4) The focus of this second of two sequential courses is selected health care problems of children and the underlying alterations in health equilibrium. The problems considered will be of a more complex nature. Problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention are emphasized. Prerequisite: NURS 713 or permission of instructor. (Faculty)

NURS 715 Advanced Primary Care of Children (5) This course is designed to assist the student to integrate and synthesize the material from all course work, material previously learned and some new concepts in Primary Care Pediatric Nursing. Clinical experiences will allow the student to assume a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multi-disciplinary health care team. Prerequisite: NURS 711 and NURS 714. (Faculty)

NURS 771 Occupational Health (2) This course provides an examination of issues and research in occupational health. The expressions of health of working segments of the adult population in various occupations will be explored. The role of the health provider in occupational health is considered in terms of legislation, private and public industry, unionized and nonunionized workers. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary approach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Semester. (Northrop and White)

NURS 799 Master's Thesis Research (1-6) (Faculty)

NPHY 421, 422 Principles of Human Physiology (3, 3) Required for students majoring in maternal and child nursing. Open to all other students. (Urbaitis)

NPHY 480 Human Physiology (3) The focus of this course is directed toward the study of selected areas in normal human physiology. Emphasis is given to analysis of normal function at the cellular and organ levels. Major regulatory and integrative mechanisms of the body are elaborated to elucidate body function. This course expands upon a basic knowledge of physiology. (Selmanoff)

NPHY 610 Methods and Principles of Applied Physiology I (3) The first of two sequential courses designed to provide the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific pathophysiologic principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 480. (Faculty)

NPHY 611 Methods and Principles of Applied Physiology II (3) The last of two sequential courses designed to provide the student with an indepth base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific pathophysiologic entities and study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 480 and NPHY 610. Concurrent: NURS 614. Open to majors only. (Faculty)



CONTINUING EDUCATION PROGRAM

The Continuing Education Program is designed to facilitate the life-long learning process of individual nurses and provides an essential bridge between the School of Nursing and the nursing community in Maryland. The program offers workshops, short courses and seminars which build upon the basic preparation of the registered nurse and serve to enhance or update knowledge and professional competence in the delivery of health services. Aware of the expanding decision-making responsibilities now confronting nurses, the program provides for opportunities to learn about new concepts in professional nursing, and bring participants into dialogue with colleagues in the nursing profession as well as experts in related fields.

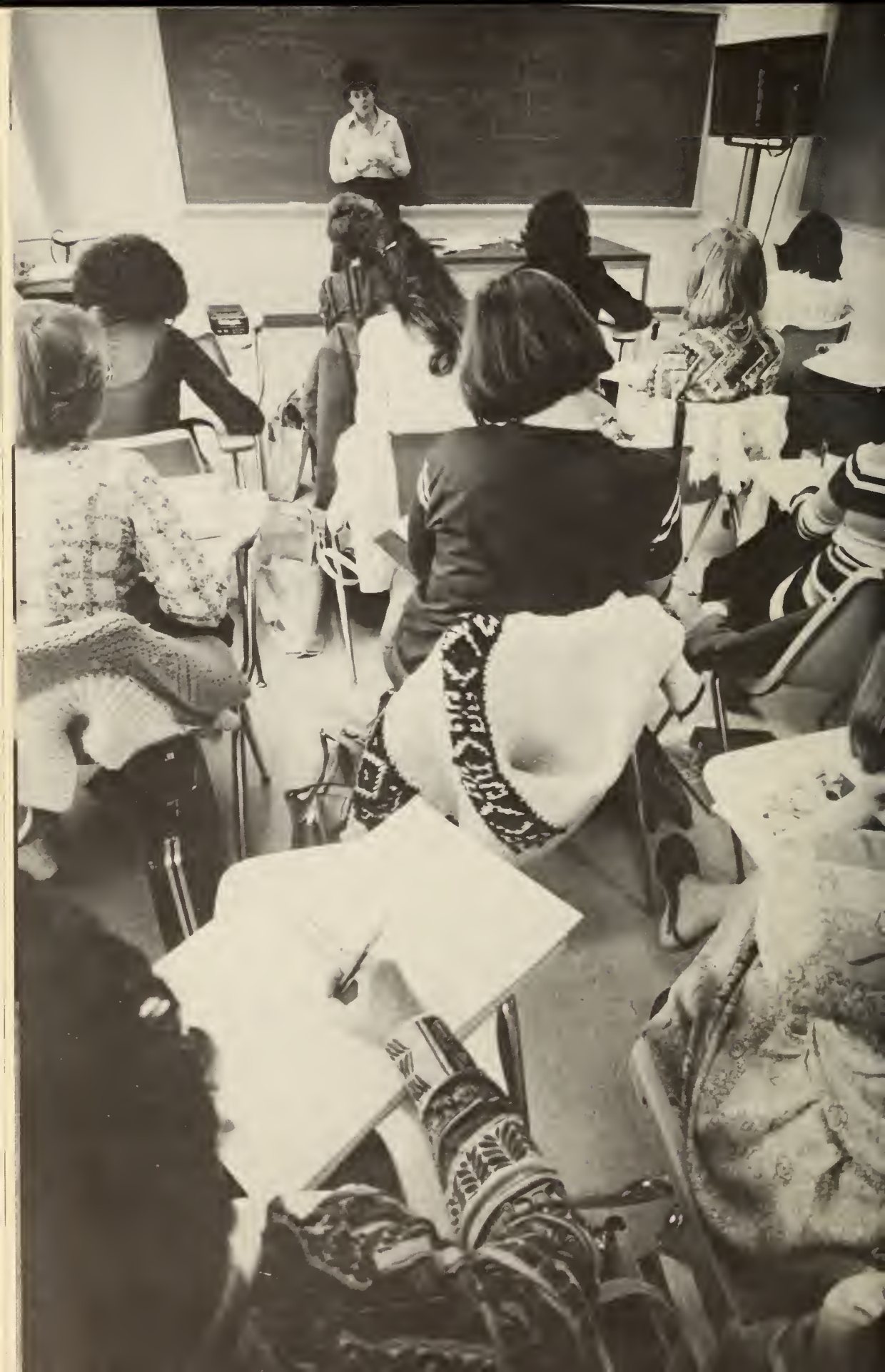
Activities are coordinated with other professional groups, institutions and health related agencies in the state to encourage cooperative planning and interprofessional programming. Regional committees consisting of nurses in western and southern Maryland and the Eastern Shore assist with identification of continuing education needs and participate in planning and implementing individual offerings in those regions.

The School of Nursing Committee for Continuing Education serves in an advisory capacity for program development and evaluation. Faculty members participate in planning for and teaching in specific offerings and serve as consultants as appropriate.

The Interprofessional Council for Continuing Education, UMAB, is composed of the Directors of Continuing Education in the six professional schools. The number and scope of interprofessional offerings has increased considerably as a result of the Council's activities.

The Director of the Continuing Education Program serves as a consultant to the faculty of an ongoing Primary Care Nurse Practitioner Program which is supported by a grant from the Division of Nursing, DHEW.

Appropriate continuing education units (CEU'S) based upon guidelines and criteria established by the National Task Force on the Continuing Education Unit are awarded to participants completing offerings sponsored or co-sponsored by the School of Nursing.



ADMINISTRATION

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Mr. Peter F. O'Malley, 1980
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The Hon. Joseph D. Tydings, 1979
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UNIVERSITY OF MARYLAND CENTRAL ADMINISTRATION

President

John S. Toll, B.S., Yale University, 1944; A.M., Princeton University, 1948; Ph.D., 1952.

Vice President for Academic Affairs

R. Lee Hornbake, B.S., California State College, Pennsylvania, 1934; M.A., Ohio State University, 1936; Ph.D., 1942.

Vice President for General Administration

Donald W. O'Connell, B.A., Columbia University, 1937; M.S., 1938; Ph.D., 1953.

Interim Vice President for Graduate Studies and Research

David S. Sparks, B.A., Grinnell College, Iowa, 1944; M.A., University of Chicago, 1945; Ph.D., 1951.

Vice President for Agricultural Affairs and Legislative Relations

Frank L. Bentz, Jr., B.S., University of Maryland, 1942; Ph.D., 1952.

Vice President for University Development

Robert G. Smith, B.S., State University of New York at Geneseo, 1952; M.A., Ohio University, 1956.

UNIVERSITY OF MARYLAND AT BALTIMORE PRINCIPAL ACADEMIC OFFICERS

Dean, Dental School

Errol L. Reese, B.S., Fairmont State College, 1960; M.S., University of Detroit, 1968; D.D.S., University of West Virginia, 1963.

Dean, School of Law

Michael J. Kelly, B.S., Princeton University, 1959; Ph.D., Cambridge University, 1964; LL.B., Yale Law School, 1967.

Dean, School of Medicine

John M. Dennis, B.S., University of Maryland, 1943; M.D., 1945.

Dean, School of Nursing

Nan B. Hechenberger, B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; (RN).

Dean, School of Pharmacy and Dean of the Graduate School

William J. Kinnard, Jr., B.S., University of Pittsburgh, 1953; M.S., 1955; Ph.D., Purdue University, 1957.

Dean, School of Social Work and Community Planning

Ruth H. Young, A.B., Wellesley College, 1944; M.S.S.W., The Catholic University of America, 1949; D.S.W., 1965.

UNIVERSITY OF MARYLAND AT BALTIMORE**Chancellor**

Albin O. Kuhn, B.S., University of Maryland, 1938; M.S., 1939; Ph.D., 1948.

Vice Chancellor for Health Affairs

John M. Dennis, B.S., University of Maryland, 1943; M.D., 1945.

Assistant to the Chancellor

W. Jackson Stenger, B.A., Washington College, 1949; M.A., Georgetown University, 1959; Ph. D., 1965.

Assistant to the Chancellor

Roy Borom, B.A., Wooster College, 1959; M.S.S.A., Western Reserve University School of Applied Social Sciences, 1951.

Director of Admissions and Registrations

Wayne A. Smith, B.S., University of Maryland, 1962.

Director of Business Services

Robert C. Brown, B.A., University of Maryland, 1963.

Acting Director of Health Sciences Computer Center

Roy Borom, B.A., Wooster College, 1959; M.S.S.A., Western Reserve University School of Applied Social Sciences, 1951.

Director of Personnel

Ronald J. Baril, B.S.Ed., Bridgewater State College, Massachusetts, 1965.

Director of Student Financial Aid

James H. Nolan, B.S., University of Wisconsin-Madison, 1965.

Director of Physical Plant

Robert L. Walton, B.S., University of Maryland, 1938.

Director of Student Health Service

Wilfred H. Townshend, B.A., Johns Hopkins University, 1936; M.D., University of Maryland, 1940.

Director of University of Maryland Hospital

G. Bruce McFadden, B.S., Virginia Polytechnic Institute, 1957; M.H.A., Medical College of Virginia, 1961.

Director, University Relations

Louise M. White, A.B., Randolph-Macon Woman's College, 1959; M.L.A., Johns Hopkins University, 1965.

Librarian, Health Sciences Library

Cyril C. H. Feng, B.A., Tamkang College, Taiwan, 1961; M.S., University of Kentucky, 1965.

SCHOOL OF NURSING ADMINISTRATION

Nan B. Hechenberger, Dean and Professor

B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959;
Ph.D., 1974; (RN)

Frieda M. Holt, Associate Dean for Graduate Studies and Professor

B.S., University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973;
(RN)

Mary A. Eells, Associate Dean for Graduate Studies and Associate Professor

B.S., State University College of Plattsburgh, New York, 1955; M.S., University
of Rochester, 1968; Ed.D., 1970; (RN)

Ada M. Lindsey, Assistant Dean for Graduate Studies and Associate Professor

B.S., The Ohio State University, 1959; M.S., 1960; Ph.D., University of Maryland,
1977; (RN)

Shirley L. Hale, Assistant Dean and Associate Professor; Coordinator, Mercy Center

B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960;
Ph.D., 1974; (RN)

Malissa Harkleroad, Assistant Dean, Undergraduate Admissions and Progressions
and Associate Professor

B.S.N., Medical College of Virginia, 1956; M.S.N., University of North Carolina,
1961; Ph.D., The Catholic University of America, 1973; (RN)

Rosetta Sands, Assistant Dean, Undergraduate Curriculum and Assistant Professor

B.S., University of Maryland, 1966; M.S., 1970; (RN)

Norma J. Melcolm, Director, Senior Year and Assistant Professor

B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1969; (RN)

Mary R. Venn, Director, Junior Year and Assistant Professor

B.S., University of Virginia, 1964; M.N., Emory University, 1968; (RN)

Hazle Blakeney, Chairperson, Career Development and Professor

B.S., Kansas State College, 1946; M.A., Teacher's College, Columbia University,
1953; Ed.D., 1967; (RN)

Rachel Z. Booth, Chairperson, Primary Health Care and Assistant Professor

B.S., University of Maryland, 1968; M.S., 1970; (RN)

Mary V. Neal, Chairperson, Maternal and Child Nursing and Professor

B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952;
Ph.D., New York University, 1968; (RN)

Marlene B. Reid, Chairperson, Psychiatric Nursing and Associate Professor

B.S.N., The Catholic University of America, 1960; M.S.N., 1961; Ph.D., 1969;
(RN)

M. Virginia Ruth, Chairperson, Community Health Nursing and Associate Professor

B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr.P.H., Johns
Hopkins University, 1976; (RN)

Betty Shubkagel, Chairperson, Medical and Surgical Nursing and Professor

B.S., University of Maryland, 1954; M.N., Emory University, 1957; Ph.D.,
University of Maryland, 1976; (RN)

Elizabeth R. Lenz, Director, Doctoral Program and Associate Professor

B.S.N., DePauw University, 1964; M.S., Boston College, 1967; Ph.D., University
of Delaware, 1976; (RN)

Sonya R. Shelley, Director, Center for Research and Evaluation and Professor

B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971;
Ph.D., 1974

Helen R. Kohler, Director, Special Outreach Project and Associate Professor

B.S., University of Pennsylvania, 1960; M.S., University of Minnesota, 1962;
Ph.D., University of North Carolina, 1974; (RN)

Frances P. Koonz, Director of Continuing Education and Assistant Professor
B.S., Seton Hall University, 1954; M.S., The Catholic University of America,
1961; (RN)

Ann P. Morgan, Coordinator, Orientation and Faculty Development and Assistant
Professor
B.S.N., The Catholic University of America, 1960; M.S.N., 1971; (RN)

NURSES' ALUMNI ASSOCIATION

Officers for 1978-79

Claire Payne Greenhouse	President
Jean Warfield Donnelly	First Vice President
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Ruth Thanner	Treasurer

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Lenora Miller McKenzie
Peggy Edelman Hefner
Susan Wilson Batzer
Juanita Edwards





CALENDAR

UNIVERSITY OF MARYLAND SCHOOL OF NURSING 1978-1979 ACADEMIC CALENDAR

FALL SEMESTER 1978

August 22-23	Tuesday-Wednesday	Registration (Undergraduate)
August 23	Wednesday	Orientation (Graduate)
August 24	Thursday	Arena Registration (Graduate)
August 24-25	Thursday-Friday	Orientation (Undergraduate)
August 28	Monday	Instruction Begins
September 4	Monday	HOLIDAY—Labor Day
September 15	Friday	Last Day, Jan. 1979 Diplomas
November 13-17	Monday-Friday	Preregistration for Winter and Spring
November 23-24	Thursday-Friday	HOLIDAY—Thanksgiving
November 27	Monday	Last Day Certification-Thesis (Graduate)
December 8	Friday	Last Day Thesis Defense-Certification- Non-Thesis (Graduate)
December 20	Wednesday	Semester Ends

WINTER SESSION 1979

January 3	Wednesday	Drop-Add Period for Winter (Undergraduate)
January 3	Wednesday	Arena Registration (Graduate)
January 3	Wednesday	Instruction Begins
January 15	Monday	HOLIDAY—King's Birthday
January 26	Friday	Winter Session Ends
January 26	Friday	Drop-Add Period for Spring (Undergraduate)
January 26	Friday	Arena Registration (Graduate)

SPRING SEMESTER 1979

January 25	Thursday	Orientation (Graduate)
January 29	Monday	Instruction Begins (Graduate)
January 29	Monday	Instruction Begins-Non-Clinical Nursing Courses (Undergraduate)
January 31	Wednesday	Instruction Begins-Clinical Courses (Undergraduate)
February 16	Friday	Last Day, May 1979 Diplomas
February 19	Monday	HOLIDAY—Washington's Birthday
April 2-6	Monday-Friday	Spring Break
April 16-20	Monday-Friday	Preregistration, Fall 1979
April 20	Friday	Last Day Certification-Thesis (Graduate)
May 11	Friday	Last Day Thesis Defense-Certification Non-Thesis (Graduate)
May 29	Tuesday	Semester Ends
May 30	Wednesday	Convocation—9:00 A.M.
May 31	Thursday	Commencement—3:00 P.M.
June 1	Friday	HOLIDAY—Memorial Day

Mr. FICK
X6338
RM138
Howard H. W.

APLAN

PLANNING
VS
SPONTANEOUS



THE FACULTY

UNIVERSITY OF MARYLAND SCHOOL OF NURSING

- Akehurst, Alice J.**, Advisor-Office of Admissions and Progressions, Assistant Professor of Nursing
B.S., University of Maryland, 1958; M.S., 1966; (RN)
- ~~*Amery, Bonnie~~, Counselor (Clinical Psychology)
B.S., Ohio University, 1971; M.S., George Mason University, 1971
- Arnold, Elizabeth C.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Georgetown University, 1961; M.S., Catholic University of America, 1964; (RN)
- ~~*Baker, Patricia~~, Assistant Professor of Nursing (Medical and Surgical Nursing-Media)
B.S., University of Maryland, 1966; M.S., University of Pennsylvania, 1970; (RN)
- ~~*Barofsky, Ivan~~, Associate Professor, Center for Research and Evaluation (Graduate Program)
B.S., University of Chicago, 1956; M.A., New School for Social Research, N.Y., 1960; Ph.D., Florida State University, 1964
- Bausell, R. Barker**, Associate Professor, Center for Research and Evaluation (Graduate Program)
B.S., University of Delaware, 1968; Ph. D., 1976
- Blakeney, Hazle E.**, Chairperson, Career Development and Professor (Graduate Program)
B.S., Kansas State College, 1944; M.A., Teachers College, Columbia University, 1961; Ed.D., 1967; (RN)
- Boland, Barbara**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Catherine Spaulding College, 1960; M.S., University of Maryland, 1973; (RN)
- ~~*Booth, Rachel Z.~~, Chairperson, Primary Care Nursing and Assistant Professor (Graduate Program)
B.S., University of Maryland, 1968; M.S., 1970; (RN)
- Booth, Sandra**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1959; M.S., 1975; (RN)
- ~~*Brock, Anna M.~~, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1969; M.Ed., 1972; Ph.D., 1976; (RN)
- Brooks, Naomi**, Instructor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1961; M.S., 1976; (RN)
- Brophy, Merrill C.**, Instructor of Nursing (Pediatric Nursing)
B.S., Western Reserve University, 1966; M.S., University of Maryland, 1978; (RN)
- Cain, Ann M.**, Professor of Psychiatric Nursing (Graduate Program)
B.S., Ohio State University, 1956; M.S., University of Colorado, 1959; Ph.D., University of Maryland, 1972; (RN)
- ~~*Carlo, Elizabeth S.~~, Assistant Professor of Maternal and Child Nursing (Graduate Program)
B.S.N., University of North Carolina, 1966; M.S.N., 1970; (RN)
- Carson, Verna J.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1968; M.S., 1973; (RN)
- Chichester, Myra**, Assistant Professor of Nursing (Maternity Nursing)
B.S.N., Columbia University, 1957; M.S., University of Maryland, 1971; (RN)
- Ciamillo, Carmiele**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Seton Hall University, 1968; M.S., University of Maryland, 1974; (RN)
- Clafin, Marjorie E.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Bridgeport, 1963; M.S., University of Maryland, 1970; (RN)
- Cook, Katherine C.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1972; M.S., 1978; (RN)
- ~~*Coon, Shiela C.~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Minnesota, 1963; M.Ed., University of Illinois, 1967; (RN)
- ~~*Coughlin, Arlene M.~~, Assistant Professor (Nutrition)
B.S., College of Misericordia, 1964; M.S., University of Maryland
- Damratowski, Frances J.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., DePaul University, 1962; M.S., Catholic University of America, 1967; (RN); Certified Nurse Midwife
- Damrosch, Shirley P.**, Assistant Professor (Research)
B.A., Ohio State University, 1954; Ph.D., University of Minnesota, 1975.
- ~~*Davis, Ada R.~~, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., University of Maryland, 1973; M.S., 1974; (RN)
- Deutschendorf, Frances A.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., Case Western Reserve, 1972; M.S., University of Maryland, 1977; (RN)

- Dietrick, Helen**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1973; M.S., University of Maryland, 1974; (RN)
- Dorsey, Donna M.**, Assistant Professor of Nursing (Community Health Nursing)
B.S., East Carolina University, 1967; M.S., University of Maryland, 1975; (RN)
- Earnest, Sherilyn D.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Florida State University, 1973; M.S., University of Maryland, 1976; (RN)
- Edmunds, Marilyn**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., Brigham Young University, 1964; M.S., DePaul University, 1970; (RN)
- Eells, Mary Ann**, Associate Dean for Undergraduate Studies and Associate Professor
B.S., State University of New York, 1955; M.S., University of Rochester, 1968; Ed.D., 1970; (RN)
- EGgebrotten, Evelyn F.**, Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Colorado, 1948; M.S., University of Colorado, 1960; (RN) (LOA 1978-1979)
- Ensor, Barbara E.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1970; M.S., 1974; (RN)
- *Fischman, Susan**, Associate Professor of Maternal and Child Nursing (Graduate Program)
B.S.N., University of Michigan, 1957; M.P.H., Johns Hopkins University, 1965; Dr. P.H., 1974; (RN); Certified Nurse Midwife
- Floyd, Elaine M.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1969; M.S., 1973; (RN)
- Forlenza, Sharon S.**, Instructor of Nursing (Pediatric Nursing)
B.S.N., Wilkes College, 1971; M.S., University of Maryland, 1978; (RN)
- Fortier, Julie C.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1968; (RN)
- Funk, Karen L.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Johns Hopkins University, 1971; M.Ed., 1973; (RN)
- Gannon, Mary E.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Pittsburgh, 1961; M.S., University of Michigan, 1969; (RN)
- Giles, Lois A.**, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1975; M.S., 1977; (RN)
- Gipe, Florence M.**, Dean Emerita
B.S., Catholic University of America, 1937; M.S., University of Pennsylvania, 1940; Ed.D., University of Maryland, 1952; (RN)
- *Gordon, Dorothy L.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S.N., University of Pennsylvania, 1963; M.A., New York University, 1968; D.N.Sc., The Catholic University of America, 1975; (RN)
- Grimm, Patricia M.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Connecticut, 1964; M.S., Catholic University, 1976; (RN)
- Gross, Elizabeth M.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., University of California, San Francisco, 1966; M.S., 1968; (RN)
- Guberski, Thomasine**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., American International College, 1964; M.S., University of Michigan, 1969; (RN)
- Gunnnett, Ann E.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1968; M.S., Case Western Reserve University, 1975; (RN)
- Hale, Shirley L.**, Assistant Dean and Associate Professor
B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960; Ph.D., 1974; (RN)
- *Hammack, Betty L.**, Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., University of Kentucky, 1965; M.S., University of Maryland, 1968; M.P.H., Johns Hopkins University, 1974; (RN)
- Hardman, Margaret A.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., University of Oregon, 1955; M.S., University of Maryland, 1972; (RN)
- Harkleroad, Malissa A.**, Assistant Dean, Undergraduate Admissions and Progressions and Associate Professor
B.S.N., Medical College of Virginia, 1956; M.S.N., University of North Carolina, 1961; Ph.D., Catholic University of America, 1973; (RN)
- *Harvey, Ann H.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1964; M.S., 1967; (RN)
- Haymaker, Sharon R.**, Assistant Professor of Primary Care Nursing (Continuing Education)
B.S., University of Maryland, 1970; M.S., Case Western Reserve University, 1973; (RN)
- Hechenberger, Nan B.**, Dean and Professor
B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; (RN)
- *Helmuth, Michele**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S.N., University of Delaware, 1968; M.S.N., Emory University, 1971; (RN)
- Hereford, Linda A.**, Instructor of Nursing (Maternity Nursing)
B.S., University of Maryland, 1973; M.S., Russell Sage College, 1978; (RN)
- Hicks, Johnnye M.**, Assistant Professor of Maternal and Child Nursing (Graduate Program)
B.S., Winston-Salem University, 1961; M.S., Yale University, 1965; (RN); Certified Nurse Midwife

- Holt, Frieda M.**, Associate Dean for Graduate Studies and Professor (Graduate Program)
B.S., University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973; (RN)
- Horan, Janet B.**, Assistant Professor of Nursing (Community Health Nursing)
B.S.N., University of Pennsylvania, 1969; M.P.H., Johns Hopkins University, 1975; (RN)
- Horensky, Judith L.**, Instructor of Nursing (Community Health Nursing)
B.S.N., University of Pittsburgh, 1964; M.S., University of Maryland, 1978; (RN)
- ~~**Hughes, Elizabeth**~~, Associate Professor, Career Development (Graduate Program)
B.S., Columbia University, 1960; M.S., University of Maryland, 1967; Ph.D., 1973; (RN)
- Hull, Irena L.**, Assistant Professor of Nursing (Child Psychiatric Nursing)
B.S., Columbia Union College, 1967; M.S., University of Maryland, 1973; (RN)
- ~~**Huss, Karen**~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1969; M.S., 1975; (RN)
- Ibrahim, Elvira R.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S.N., D'Youville College, 1971; M.S., University of Maryland, 1973; (RN)
- ~~**Jaffe, Robin B.**~~, Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., Cornell University, 1969; M.S., University of Maryland, 1973; (RN)
- Jensen, JoAnne**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of South Carolina, 1970; M.S., University of Colorado, 1976; (RN)
- Jimerson, Suzanne F.**, Instructor of Nursing (Psychiatric Nursing)
B.S., Cornell University, 1972; M.S., University of Maryland, 1976; (RN)
- Jones, L. Colette**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., University of Nebraska, 1958; M.S., The Catholic University of America, 1972; (RN)
- Kennedy, Patricia H.**, Assistant Professor of Nursing (Psychiatric Nursing-Media)
B.S., University of Maryland, 1962; M.S., 1963; (RN)
- ~~**Kessler, JoMarie**~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., California State University at Los Angeles, 1967; M.S., University of Maryland, 1976; (RN)
- Kleeman, Karen M.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Columbia Union College, 1968; M.S., University of Colorado, 1971; (RN)
- Kohler, Helen R.**, Director, Outreach Program and Associate Professor of Nursing (Community Health Nursing)
B.S., University of Pennsylvania, 1960; M.S., University of Minnesota, 1962; Ph.D., University of North Carolina, 1974; (RN)
- Koonz, Frances P.**, Director of Continuing Education and Assistant Professor
B.S., Seton Hall University, 1954; M.S., Catholic University of America, 1961; (RN)
- Krauss, Nancy E.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1967; (RN)
- Kreider, Mildred S.**, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S.N., Goshen College, 1958; M.S., University of Maryland, 1968; Ph.D., 1976; (RN)
- Kub, Joan Ellen**, Instructor of Nursing (Community Health Nursing)
B.S., South Dakota State University, 1973; M.S., University of Maryland, 1976; (RN)
- Kubel, Robin**, Assistant Professor of Maternal and Child Nursing (Graduate Program)
B.S.N., Fairleigh Dickinson University, 1967; M.S., University of Maryland, 1971; Ph.D., 1976; (RN)
- Kunder, Antonia**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Colorado, 1968; M.S., University of Maryland, 1973; (RN)
- ~~**Kuttler, Ruth L.**~~, Instructor of Nursing (Maternity Nursing)
B.S., University of Maryland, 1974; M.S., 1977; (RN)
- Lenz, Elizabeth R.**, Director of Doctoral Program and Associate Professor (Graduate Program)
B.S.N., DePauw University, 1964; M.S., Boston College, 1967; Ph.D., University of Delaware, 1976; (RN)
- ~~**Lewis, Danicle**~~, Assistant Instructor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1974; (RN)
- ~~**Lindsey, Ada M.**~~, Assistant Dean for Graduate Studies and Associate Professor (Graduate Program)
B.S., Ohio State University, 1959; M.S., 1960; Ph.D., University of Maryland, 1977; (RN)
- Linthicum, Louise R.**, Associate Professor of Nursing (Human Development)
B.S., Johns Hopkins University, 1959; M.S., University of Maryland, 1964; Ph.D., 1975; (RN)
- ~~**Long, Kathleen A.**~~, Assistant Professor of Child Psychiatric Nursing (Graduate Program)
B.S.N., The Catholic University of America, 1968; M.S.N., Wayne State University, 1970; (RN)
- Lowe, Dorothy**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Villanova University, 1972; M.S., University of Maryland, 1977; (RN)
- ~~**Lucas, Janice M.**~~, Assistant Professor of Nursing (Pediatric Nursing)
B.S., Creighton University, 1966; M.S., University of Washington, 1969; (RN)
- ~~**MacLaughlin, Cheryl F.**~~, Instructor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1974; M.S., 1978; (RN)
- Mayer, Judith A.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., Northern Illinois University, 1973; M.S., 1974; (RN)
- McBee, Betty M.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., University of Maryland, 1967; M.S., 1971; (RN)

- **McElroy, Evelyn M.**, Associate Professor of Psychiatric Nursing (Graduate Program)
B.S., University of Colorado, 1961; M.S., University of Maryland, 1966; Ph.D., 1973; (RN)
- McEntee, Betty M.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Seton Hall University, 1968; M.S., University of Maryland, 1973; (RN)
- McFadden, Ellen A.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Virginia, 1973; M.S., University of Maryland, 1974; (RN)
- McGinty, Margaret A.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1971; M.S., 1974; (RN)
- McGurn, Wealtha C.**, Associate Professor of Primary Care Nursing (Graduate Program)
B.S.N., University of Vermont, 1961; M.S., University of Pennsylvania, 1965; M.A., 1971; Ph.D., 1976; (RN)
- ~~**McManama, Delores A.**~~, Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., University of Minnesota, 1959; M.S.N., The Catholic University of America, 1962; (RN)
- Madison, Ann S.**, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1962; M.S., University of Pennsylvania, 1964; Ph.D., University of Maryland, 1973; (RN)
- Maguire, Maureen**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S.N., University of Pennsylvania, 1969; M.S.N., 1971; (RN)
- Marsan-Moseley, H. Jewel**, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1959; M.S., 1963; (RN)
- Matejski, Myrtle S.**, Assistant Professor, Career Development: Teaching of Nursing (Graduate Program)
B.S., Boston University, 1953; M.S., 1954; A.M., 1958; Ph.D., University of Maryland, 1977; (RN)
- Melcolm, Norma J.**, Director, Senior Year and Assistant Professor
B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1969; (RN)
- Modesty, Maureen O'Brien**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Boston College, 1964; M.A., Boston University, 1967; (RN)
- Mogen, Lynn S.**, Instructor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1975; M.S., 1977; (RN)
- Moore, Maureen M.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1974; M.S., 1976; (RN)
- Morgan, Ann P.**, Coordinator of Faculty Development and Assistant Professor
B.S.N., Catholic University of America, 1960; M.S.N., 1971; (RN)
- ~~**Mundinger, Sue A.**~~, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Colorado, 1970; M.S., University of Maryland, 1977; (RN)
- Murphy, Kathleen**, Assistant Instructor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1973; (RN)
- Neal, Margaret T.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Southern Missionary College, 1965; M.S.N., Catholic University of America, 1970; (RN)
- Neal, Mary V.**, Chairperson, Maternal and Child Nursing and Professor (Graduate Program)
B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952; Ph.D., New York University, 1968; (RN)
- ~~**Newman, Barbara R.**~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.A., Oklahoma City University, 1970; M.S., University of Maryland, 1973; (RN)
- Northrop, Cynthia E.**, Assistant Professor of Community Health Nursing (Graduate Program)
B.S., Columbia Union College, 1972; M.S., University of Maryland, 1975; (RN)
- O'Connor, Catherine E.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1975; M.S., 1977; (RN)
- O'Mara, Ann M.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., State University of New York, 1972; M.S.N., Catholic University of America, 1977; (RN)
- Parelhoff, Sally J.**, Assistant Professor of Nursing (Community Health Nursing)
B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1972; (RN)
- Parker, Barbara J.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Illinois, 1968; M.S., University of Maryland, 1972; (RN)
- Peddicord, Karen S.**, Assistant Professor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1970; M.S., 1972; (RN)
- Perry, Lesley A.**, Assistant Professor of Nursing (Pediatric Nursing)
B.S.N., Roberts Wesleyan College, 1966; M.S., Boston University, 1969; (RN)
- ~~**Preston, Vivian G.**~~, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1970; M.S., Boston University, 1975; (RN)
- Proulx, Joseph R.**, Associate Professor, Career Development: Administration of Nursing (Graduate Program)
B.S., University of Bridgeport, 1961; M.S.N., University of Pennsylvania, 1966; Ed.D., Teachers College, Columbia University, 1972; (RN)
- Rapson, Mary**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., University of Maryland, 1961; M.S., 1967; (RN)

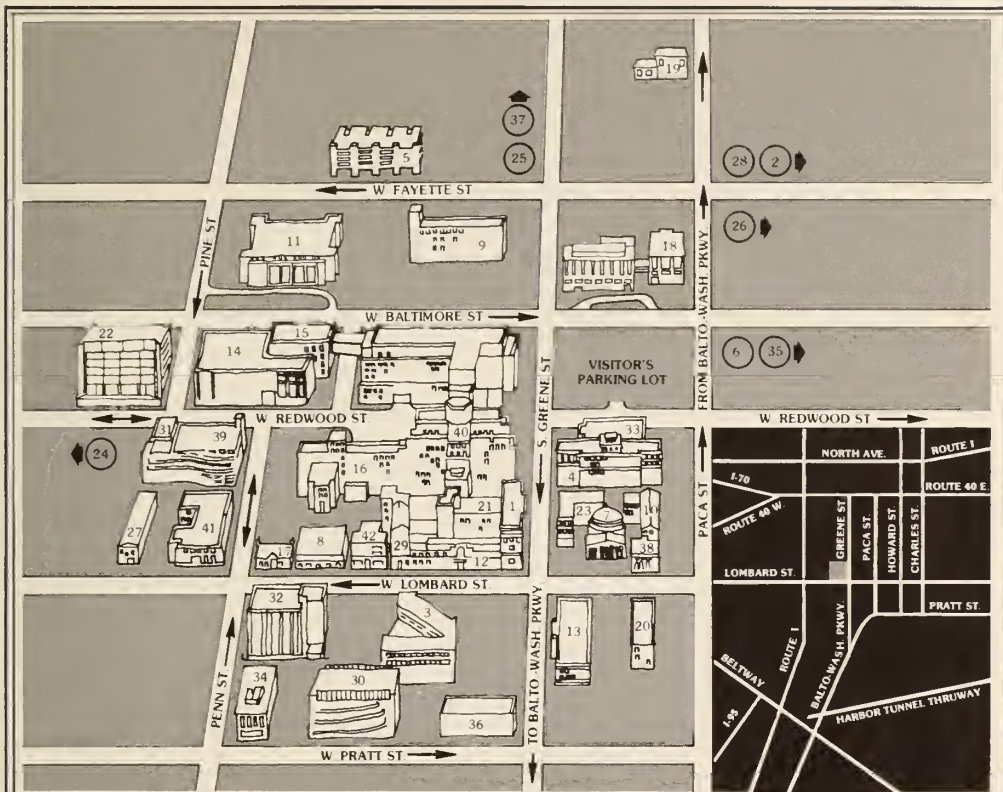
- Rawlings, Norma R.**, Assistant Professor of Nursing (Maternity Nursing-Media)
B.S., Winston-Salem University, 1964; M.S., University of Maryland, 1968; (RN)
- Reid, Marlene B.**, Chairperson, Psychiatric Nursing and Associate Professor (Graduate Program)
B.S.N., The Catholic University of America, 1960; M.S.N., 1961; Ph.D., 1969; (RN)
- Reiff-Ross, Eleanor R.**, Assistant Professor, Center for Research and Evaluation
A.B., Hunter College, 1947; A.M., Columbia University, 1948; M.Ed., University of Maryland, 1968; Ph.D., 1972
- ~~**Robbinette, Marjorie S.**~~, Assistant Professor, Career Development: Teaching of Nursing (Graduate Program)
B.S., University of Maryland, 1965; M.S., 1968; (RN)
- Robinson, Lisa**, Professor of Psychiatric Nursing (Graduate Program)
B.S., American University, 1961; M.S., University of Maryland, 1965; Ph.D., 1970; (RN)
- Rogoff, Doris M.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Fairleigh Dickinson University, 1971; M.A., New York University, 1974; (RN)
- Rojek, Evelyn R.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., DePaul University, 1958; M.S.N., Catholic University of America, 1974; (RN)
- Romeo, Roberta M.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Medical College of Georgia, 1975; M.S., 1976; (RN)
- Rubin, Rita L.**, Instructor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1974; M.S., 1978; (RN)
- Ruth, Mary V.**, Chairperson, Community Health Nursing and Associate Professor (Graduate Program)
B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr. P.H., Johns Hopkins University, 1976; (RN); Certified Nurse Midwife
- Ryan, Judith W.**, Assistant Professor of Primary Care Nursing (Continuing Education)
B.S., University of Connecticut, 1965; M.S., Boston University, 1967; (RN)
- ~~**Sanbury, Virginia J.**~~, Assistant Professor of Nursing (Pediatric Nursing)
B.S., Johns Hopkins University, 1956; M.S., Boston University, 1966; (RN)
- Sands, Rosetta F.**, Assistant Dean, Undergraduate Curriculum and Assistant Professor
B.S., University of Maryland, 1966; M.S., 1970; (RN)
- Scott, Doris E.**, Assistant Professor of Nursing (Human Development)
B.S.N., Dillard University, 1963; M.S., Boston University, 1968; (RN)
- Shelley, Sonya I.**, Director, Center for Research and Evaluation and Professor (Graduate Program)
B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1973
- Shubkagel, Betty L.**, Chairperson, Medical and Surgical Nursing and Professor (Graduate Program)
B.S., University of Maryland, 1954; M.N., Emory University, 1957; Ph.D., University of Maryland, 1976; (RN)
- Simmons, Valerie**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1976; M.S., 1977; (RN)
- *Slater, Alice B.**, Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S.N., Duke University, 1963; M.S., University of Maryland, 1968; (RN)
- Smith, Claudia M.**, Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1965; M.P.H., University of North Carolina, 1971; (RN)
- Smith, Ruth S.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
A.B., Asbury College, 1960; M.N.Ed., University of Pittsburgh, 1964; (RN)
- Spivack, Barbara J.**, Coordinator for Student Development
A.B., Michigan State University, 1965; M.A., 1969
- Stanley, Joan M.**, Instructor of Primary Care Nursing (Continuing Education)
B.S.N., Duke University, 1971; M.S., University of Maryland, 1978; (RN)
- Stremmel, Jean**, Assistant Professor (Continuing Education)
B.S., Johns Hopkins University, 1954; M.S., University of Maryland, 1973; (RN)
- ~~**Stuart, Gail E.**~~, Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., Georgetown University, 1971; M.S., University of Maryland, 1973; (RN) (LOA 1978-1979)
- ~~**Sullivan, Margaret A.**~~, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1971; M.S., 1974; (RN)
- Thomas, Sue**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1969; M.S., 1972; (RN)
- ~~**Todd, Aleta H.**~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Molloy College, 1972; M.S., University of Maryland, 1977; (RN)
- ~~**Tross, Eleanor W.**~~, Assistant Professor of Nursing (Community Health Nursing)
B.S., Boston College, 1956; M.S., University of Pennsylvania, 1962; (RN)
- ~~**Trotter, Jean M.**~~, Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1972; M.S., 1977; (RN)
- Varner, Marilyn J.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1974; M.S., 1977; (RN)
- ~~**Veditz, Shirley R.**~~, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1970; M.S., 1972; (RN) (LOA 1978-1979)

- Venn, Mary R.**, Director, Junior Year and Assistant Professor
B.S., University of Virginia, 1964; M.N., Emory University, 1968; (RN)
- Vore, Anne L.**, Instructor of Nursing (Pediatric Nursing)
B.S., Medical College of Virginia, 1967; M.S., Ohio State University, 1973; (RN)
- Waldo, Elizabeth M.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Cornell University, 1955; M.S., University of Maryland, 1974; (RN)
- Walker, Marcus L.**, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Teachers College, Columbia University, 1957; M.S., 1959; M.P.H., Johns Hopkins University, 1972; Sc.D., 1976; (RN)
- Waltz, Carolyn A.**, Professor, Center for Research and Evaluation (Graduate Program)
B.S., University of Maryland, 1963; M.S., 1968; Ph.D., University of Delaware, 1975; (RN)
- Ward, Catherine E.**, Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., Johns Hopkins University, 1954; M.S., Boston University, 1962; (RN)
- Waskey, Patricia A.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., St. Joseph College, 1970; M.S., University of Maryland, 1975; (RN)
- ~~**Weisburger, Linda P.**~~, Assistant Professor of Nursing (Child Psychiatric Nursing)
B.S., University of Maryland, 1972; M.S., 1976; (RN)
- White, Caroline M.**, Associate Professor of Community Health Nursing (Graduate Program)
B.S., Columbia University, 1962; M.P.H., Johns Hopkins University, 1964; Dr. P.H., 1974; (RN)
- Williams, Linda L.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Columbia Union College, 1962; M.S., University of Maryland, 1970; (RN)
- Winyall, Bette R.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., Johns Hopkins University, 1952; M.S., University of Maryland, 1976; (RN)
- *Wolfe, Mary L.**, Assistant Professor, Center for Research and Evaluation
A.B., Western Reserve University, 1949; M.A., Bryn Mawr College, 1967; Ph.D., University of Delaware, 1974
- ~~**Wright, Pamela J.**~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Fairleigh Dickinson University, 1971; M.S., Catholic University of America, 1974; (RN)
- ~~**Wulff, Louise.**~~ Assistant Professor of Maternal and Child Nursing (Graduate Program)
B.S.N., University of Cincinnati, 1960; M.S., University of Maryland, 1975; (RN)
- Wyatt, Janet S.**, Assistant Professor of Nursing (Continuing Education)
B.S., Keuka College, 1971; M.S., University of Alabama, 1974; (RN)
- *Yoselle, Harriet**, Instructor of Nursing (Alcohol and Drug Abuse Program)
B.S., Boston University, 1969; M.S., Catholic University of America, 1972; (RN)

*Part-time appointment

**Joint appointment with another department

CAMPUS MAP



BUILDING KEY, UNIVERSITY OF MARYLAND AT BALTIMORE

- 1 Allied Health Professions Building, 32 S Greene Street
- 2 Medical Technology. School of Pharmacy, Physical Therapy, Radiologic Technology classrooms, offices, laboratories
- 3 Alpha House, 828 N Eutaw Street (off campus)
- 4 Baltimore Union, 621 W Lombard Street
Cafeteria student housing, meeting rooms for students and faculty, lounges, game room, Synapse
- 5 Bressler Research Building, 29 S Greene Street
Medical school research labs, Baltimore offices of the university's Board of Regents
- 6 Walter P. Carter Center, 630 W Fayette Street
The university uses this facility jointly with the Inner City Mental Health Program and the State Department of Mental Hygiene
- 7 Community Pediatric Center, 412 W Redwood Street (off campus)
Innovative program of comprehensive health care for children in southwestern health district. Federally funded
- 8 Davidge Hall, 522 W Lombard Street
Built in 1812 and designed by Robert Carey Long Sr., who used the Pantheon in Rome as his model. The oldest building in the nation used continuously for medical education. The university's Medical Alumni Association plans to restore the building to its original state and open it to the public as a medical museum
- 9 Dunning Hall, 636 W Lombard Street
School of Pharmacy classrooms and offices, drug manufacturing lab, poison information center
- 10 Fayette Street Garage, 633 W Fayette Street
- 11 Gray Laboratory, 520 Rear W Lombard Street
Physical Therapy Office, Campus Police, Center for the Graduate Social Work Education of the Hearing Impaired
- 12 Hayden-Harris Hall, 666 W Baltimore Street
Baltimore College of Dental Surgery, Dental School, clinics, classrooms, labs, offices
- 13 Health Sciences Computer Center, 610 W Lombard Street
Computer Center, pharmacy school offices and labs, Medical Technology labs, Division of Clinical Investigation, Office of Student Affairs, Health Sciences Library, 111 S Greene Street
Main library for all professional schools except the School of Law. Includes historical book collection and computerized circulation and information services
- 14 Howard Hall, 660 W Redwood Street
Central Administration offices, medical school classrooms, offices, labs
- 15 Howard Hall Tower, 655 W Baltimore Street
Medical school classrooms, offices, labs. Administrative offices of the medical school, including the office of dean and vice chancellor
- 16 Institute of Psychiatry and Human Behavior, 645 W Redwood Street (E, F and G wings of the hospital)
The medical school's center for psychiatric teaching and research as well as inpatient and outpatient care
- 17 Kelly Memorial Building, 650 W Lombard Street
Headquarters of Maryland Pharmaceutical Association. B. Olive Cole Museum
- 18 Lane Hall, 500 W Baltimore Street
School of Law classrooms, offices, library, Developmental Disabilities Law Clinic
- 19 Legal Services Clinic, 116 N Paca Street
- 20 Lombard Building, 511 W Lombard Street
- 21 Bookstore, University Relations
Maryland Institute for Emergency Medical Services, 22 S Greene Street
The first major trauma program in the nation, combining multidisciplinary teaching and research with expert round-the-clock care for the critically ill and injured in the state
- 22 Medical School Teaching Facility, 10 S Pine Street
Medical school classrooms, offices, research labs, animal facility, Office of Medical Education, Illustrative Services
- 23 Medical Technology Building, 31 S Greene Street
Medical school offices, labs
- 24 Mencken House, 1524 Hollins Street (off campus)
- 25 Methadone Program, 104 N Greene Street (off campus)
- 26 National Pituitary Agency, 210 W Fayette Street (off campus)
Under contract with the National Institutes of Health, the University of Maryland administers the NPA, which is the official agency for collection and distribution of human pituitary hormones for research purposes
- 27 Newman Center, 712 W Lombard Street
- 28 Nilsson House, 826 N Eutaw Street (off campus)
- 29 Parsons Residence Hall for Women, 622 W Lombard Street
- 30 Pratt Street Garage and Athletic Facility, 646 W Pratt Street
- 31 Redwood Hall, 721 W Redwood Street
Division of Alcoholism and Drug Abuse offices, clinical areas
- 32 School of Nursing Building, 655 W Lombard Street
Nursing school classrooms, offices
- 33 School of Social Work and Administration Building, 525 W Redwood Street
Office of the chancellor, School of Social Work and Community Planning classrooms, offices
- 34 State Medical Examiner's Building, 111 Penn Street
- 35 Stroke Center, 412 W Redwood Street (off campus)
- 36 Temporary Academic Building, 601 Rear W Lombard Street
School of Social Work and Community Planning classrooms, offices
- 37 Turk House, 106 N Greene Street (off campus)
Residential facility for alcoholism programs of the University of Maryland Hospital (Also Alpha and Nilsson Houses)
- 38 University College, 520 W Lombard Street
Offers degree and non-degree educational programs. Juvenile Law Clinic
- 39 University Garage, 701 W Redwood Street
Helistop
- 40 University of Maryland Hospital, 22 S Greene Street
- 41 Western Health Clinic, 700 W Lombard Street
- 42 Whitehurst Hall, 624 W Lombard Street
Graduate School office, nursing, pharmacy, social work and community planning offices, classrooms

The campus has since January 1975 attempted to identify and eliminate as rapidly as possible and wherever feasible, physical barriers and safety hazards to handicapped persons involving campus buildings, parking places and other facilities.

FOR ADDITIONAL INFORMATION

University of Maryland School of Nursing

Program Information Office of Dean
School of Nursing, University of Maryland
655 W. Lombard Street, Baltimore 21201

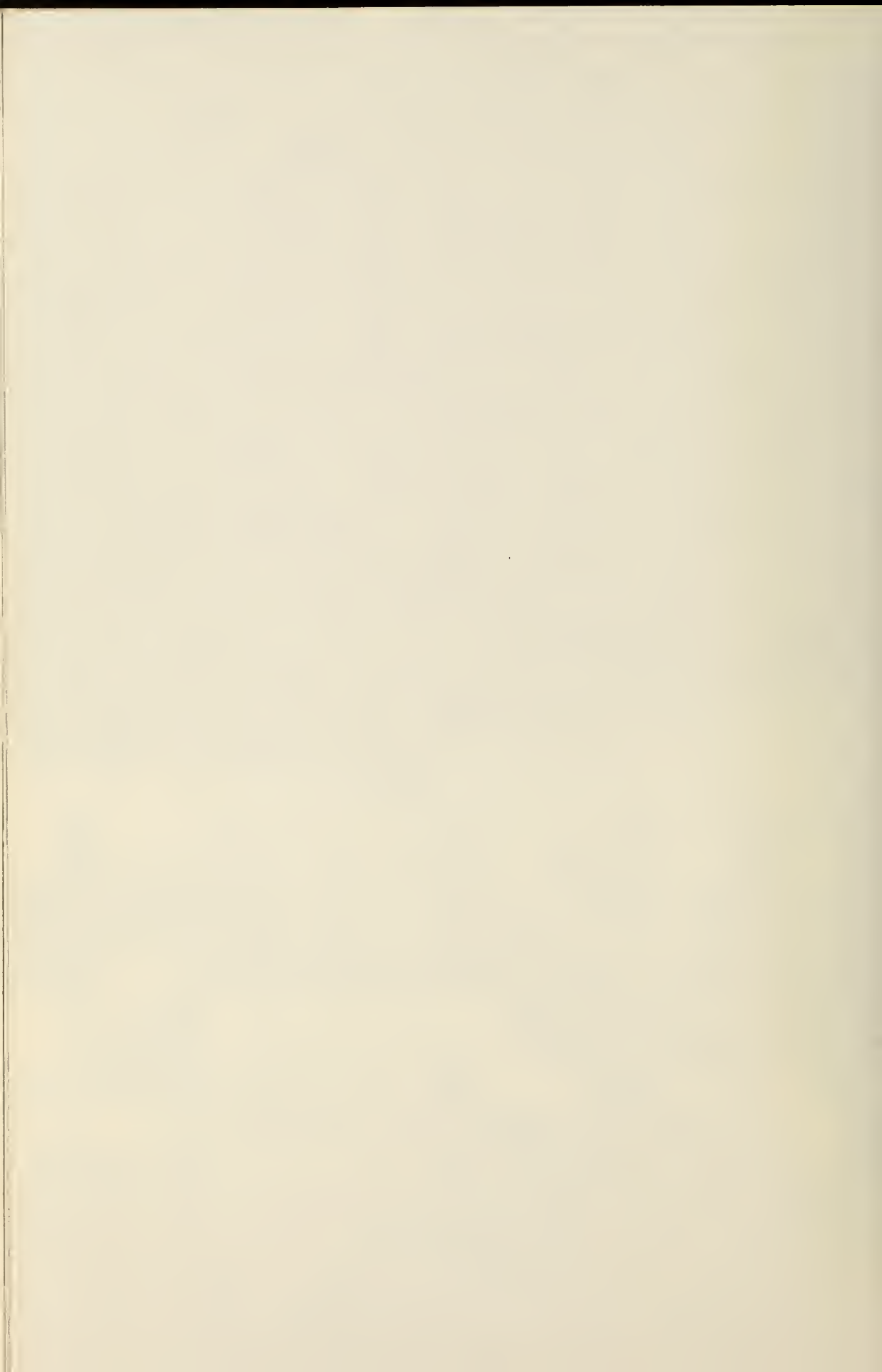
Undergraduate 528-7503

Graduate 528-6711 or 12

Admissions or registration Office of Admissions and Registrations
University of Maryland, Baltimore
Howard Hall, Room 132
660 W. Redwood Street, Baltimore 21201

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the institution's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interests of the university community, that person may be required to withdraw from the university.









SCHOOL OF NURSING

UNIVERSITY
OF MARYLAND
AT BALTIMORE
1980-1982



Changes in 1980-1982 University of Maryland
School of Nursing Bulletin

Page 14

Lower Division Course Requirements

Effective for Fall 1982 Admit Class

- 12 Credits Social Science requirement reduce to 9 credits
3 Credits of a Sophomore level course covering Human
Growth and Development content from birth through
senescence is required. As of 2/5/82, the following
courses have been approved as meeting this course.

PSY 211	Anne Arundel Community College
0801.201	Bowie State College
PSY 171	Catonsville Community College
PSY/ED 201	Cecil Community College
PY 203 AND PY 207	College of Notre Dame (Both courses must be taken)
PSY 208	Frederick Community College
PSY 210 AND PSY 212	Frostburg State College (Both courses must be taken)
PSY 102	Harford Community College
HD 200	Howard Community College
PSY 203	Montgomery College
PSY 207	Prince George's Community College
PSY 300	Salisbury State College
PSY 203	Towson State University
SOWK 0388, PSYC 0306 or EDUC 0306	University of Maryland, Baltimore County
EDHD 320	University of Maryland, College Park or University College
ED 311 A	University of Maryland, Eastern Shore

Page 14

Effective for Fall 1983 Admit Class

English Composition - Increase the number of credits required from 3 to 6 credits.

Humanities - Reduce from 15 to 12 the number of Humanities credits that are required. A 3 credit college level mathematics course with a prerequisite of some college preparatory mathematics in high school is required as one of the Humanities courses.

Page 15
Item #8

Effective for Fall 1982 Admit Class

Human Growth and Development will not be taught in the Junior Year and, therefore, must be taken at the Sophomore level.

Page 16

Above changes need to be considered in reviewing the assessment form on page 16.

Page 17

The following changes should be noted:

NUTR 204	Towson State University - Course not acceptable if taken <u>after</u> summer 1981.
NUTR 331	Towson State University - Course not acceptable effective Fall 1981
HE 200	Frederick Community College - Add to list
HE 200	Frostburg State College
BIO 203	Hagerstown Junior College - Add to list
BIO 212	Prince George's Community College - Effective Fall 1981
HE 210 OR HE 311	University of Maryland, Eastern Shore - Courses acceptable in transfer

Page 19

Advanced Placement for the Registered Nurse

Effective for the Admit Class of 1982

*NURS	311	Pathophysiology I (Faculty Prepared)	3 credits
*NURS	312	Pathophysiology II (Faculty Prepared)	3 credits
#NURS	426	Professional Strategies (ACT)	3 credits
+NURS	457	Maternal and Child Health Nursing (ACT)	Total of 21 credits
+NURS	554	Adult Nursing (ACT)	for these
+NURS	503	Psychiatric/Mental Health Nursing (ACT)	three examinations

*A minimum grade of "C" is required on these advanced placement examinations.
#A minimum score for this test has not been determined as of this date.
+A minimum score of 45 is required on each of these three examinations.

NURS 311 and 312 are prepared by University of Maryland faculty. NURS 426, 457, 554 and 503 are prepared by the American College Testing Center. Those who would like to contact the Center directly may do so by writing the following address:

ACT PEP
2201 North Dodge Street
P.O. Box 168
Iowa City, Iowa 52243

If an applicant fails NURS 311 or 312 he must take the courses after matriculation or successfully complete them when the examinations are again offered. Students, also, have two attempts to successfully pass NURS 457, 554, 503 and 426. Students who fail to pass any of these tests on the second attempt are allowed to apply to the generic program.

Advanced Placement Examinations must be retaken if the student does not matriculate in the upper division course of study within two admission years after taking the examinations.

Effective for Admit Class of 1982

Fall Semester 1982

*NURS 314	Concepts of Nursing I	9 credits
*NURS 311	Pathophysiology I	3 credits
NURS 313	Introduction to Nursing Process	3 credits

Winter Session 1983 (Month of January)

NURS 323	Stressors Through the Life Span	3 credits
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Spring Semester 1983

*NURS 315	Concepts of Nursing II	9 credits
*NURS 312	Pathophysiology II	3 credits
NURS 418	Special Topics	3 credits

Fall Semester 1983

<u>Track A</u>		OR	<u>Track B</u>		
NURS 324	Concepts 3A	9 credits	NURS 325	Concepts 3B	9 credits
*NURS 322	Nursing in Society	3 credits	NURS 410	Research and Statistics	3 credits
NURS 321	Introduction to Organizational Behavior	3 credits	NURS 321	Introduction to Organizational Behavior	3 credits

Winter Session 1984

+NURS 326	Clinical Elective	3 credits	+NURS 326	Clinical Elective	3 credits
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Spring Semester 1984

<u>Track A</u>		OR	<u>Track B</u>		
NURS 324	Concepts 3A	9 credits	NURS 325	Concepts 3B	9 credits
NURS 322	Nursing in Society	3 credits	NURS 410	Research and Statistics	3 credits

*These credits are challenged by the R.N. after applying to the upper division
(Advanced Placement Examinations NURS 457, 554 and 503 are equivalent to
credits for NURS 314 and 315 and NURS 426 is equivalent to NURS 322)
+NURS 326 may be taken by generic students in summer of 1983 with special permission.

Page 21 A typical plan of study for the Registered Nurse Students.

Effective in Fall 1982 (Full Time Study)

Fall Semester 1982

NURS	334	Concepts IV A	9 credits
NURS		Client assessment	2 credits
NURS	418	Health Elective	
		<u>or</u>	3 credits
NURS	410	Research & Statistics	

Winter Session 1983

NURS	326	Clinical Elective	
		<u>or</u>	3 credits
NURS	348	Workshop	

Spring Semester 1983

NURS	335	Concepts IVB	9 credits
NURS	321	Introduction to Organizational Behavior	3 credits
NURS	418	Health Elective	
		<u>or</u>	
NURS	410	Research & Statistics	3 credits

Page 21 Part-Time Study

This option is available to a limited number of registered nurses who are admitted to the School of Nursing. Part-time students may complete the program in two or three academic years. Enrollment in certain courses may be limited depending upon demand.

Page 23 Item #5

A grade of "C" or better is required in both the didactic and clinical portions of Nursing Concepts courses: NURS 314, 315, 324, 325, 326, 334 and 335.

Also, a "C" or better is required in NURS 311, 312 and 313 and failure to obtain this grade prohibits students from moving to the next level concepts course. In sequential courses such as NURS 311, 312, 314, 315, 324 and 325 and NURS 334 and 335, a "C" must be earned in each course in the sequence before registering for the next course. NURS 326 is graded pass-fail and requires a pass grade. If a "D" or "F" is received in a Nursing Concepts Course, the course must be repeated, with permission of the Director of Admissions and Academic Progressions, and a "C" grade or higher earned the next time it is offered.

Page 23 Paragraph starting with "A grade of D or F..."

A grade of "D or F" is unsatisfactory for Nursing Concepts and the courses titled as follows:

Pathophysiology I
Pathophysiology II
Introduction to the Nursing Process
Client Assessment

New Requirement For Admission Class of 1982

Starting with the admission year of 1982, both the generic and R.N. students are required to be certified in Cardiopulmonary Resuscitation; the certificate must be effective for the period of August 1982-June 1983. The certificate must be valid as long as the student remains in the School of Nursing. The CPR modular must be a full length modular and must include the following: artificial respiration, one person CPR and two persons CPR (plus changing places), infant resuscitation, and choking maneuvers.

JAC/mvh
2/82

SCHOOL OF NURSING

**University
Of Maryland
at Baltimore
1980-1982**

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GENERAL INFORMATION



Statement of Philosophy

The School of Nursing, an autonomous educational unit within the University of Maryland, derives the broad outlines of its purpose and functions from the philosophy and policies of the University. The faculty of the School of Nursing is accountable for implementing the triad of University functions: teaching, research and service. These functions are attuned to the ever-changing needs of society in the global community. The faculty recognizes the interrelationships between teaching, research and practice in nursing. Through participation in research and utilization of valid research findings, teachers and learners contribute to effective nursing practice.

Inherent to the practice of nursing is the shared belief that man is an integration of components and processes that cannot exist independently of each other. Internal and external environmental influences alter man's state of health from either environment as both evolve through the continuum of time. When manipulation of these forces is required to enhance man's potential for health, nursing can enter as a means to bridge the gap between potential and actual health states.

The goal of professional nursing is to assist the individual, the family and the community in the development of their potential by helping each to gain, maintain or increase his optimal level of health. Interacting in a dynamic way, the nurse becomes an integral part of the environment of the client, acting with awareness of selected factors operating within that environment. Through a mutual relationship based on trust, the nurse demonstrates respect for the client's autonomy, integrity, dignity and feelings, and recognizes rights and responsibilities. This kind of nursing is best fostered in a delivery system which is responsive to the range of internal and external forces affecting health care, strengthening the forces which contribute to higher states of health and diminishing those which lead to reduced levels of health. The goal of nursing is achieved through recognition of specific needs of consumers and the mobilization and distribution of resources to meet those needs. The effective operation of the health care system requires essential input from both consumers and professional nurses to achieve desired goals.

Education is an on-going process which involves the teacher and the learner in pursuing and sharing knowledge in an organized setting with planned experiences resulting in desired behavioral change. Believing in democratic principles, the faculty emphasizes its faith in the individual as a being of inherent worth and dignity who has the right and responsibility to participate in the educative process to the extent of his capabilities. Learning is enhanced in a setting which encourages analytical evaluations of existing health practices and open communication among members of the various health services. Under the guidance of the faculty, purposeful behavior is encouraged and developed in students through the incorporation of knowledge from the humanities and the behavioral, biological and physical sciences with current theory and practice in professional nursing.

The three education programs within the School of Nursing, undergraduate, graduate and continuing education, have evolved from and are in agreement with this philosophy. Elaboration of this basic philosophy will be found in sections of this bulletin dealing with the undergraduate program, the graduate program and the continuing education program.

History

The School of Nursing, one of six professional schools of the University of Maryland at Baltimore, was established on December 15, 1889 by Miss Louisa Parsons in the old University Hospital Building on Lombard and Greene Streets. Miss Parsons had been a student of Florence Nightingale and was a graduate of Miss Nightingale's school at St. Thomas' Hospital in London.

The original curriculum of the University of Maryland Training School, which required two years for completion, was extended to three years in 1902. In 1920 the School of Nursing became a separate unit of the University administered by the hospital. An optional five-year curriculum was instituted in 1926 combining two years of arts and sciences on



the College Park campus and three years at the School of Nursing in Baltimore. Both a Bachelor of Science degree and a Diploma in Nursing were awarded upon completion of the five year program. This sequence, as well as the three-year hospital school, phased out in 1952 when Dr. Florence M. Gipe, now dean emerita, became dean of the new autonomous four-year program leading to the Bachelor of Science degree in Nursing.

In 1954 the School of Nursing became a department of the Graduate School which awards the degree of Master of Science with a major in nursing to qualified candidates. One of Dean Gipe's lasting contributions to nursing education in the south was her leadership in establishing graduate education within the Nursing Council of the Southern Regional Education Board. Together with the deans of five other Schools of Nursing with accredited graduate programs, she pioneered in setting guidelines and interpreting the need for graduate programs of high quality.

The first decentralized setting of the School of Nursing where qualified (undergraduate) students could complete the nursing major was established when the Walter Reed Army Institute of Nursing (WRAIN) was created in 1964 through a contractual arrangement between the University of Maryland and the Department of the Army. Students in this program were subsidized during the junior-senior years and following graduation were obligated to serve for three years in the Army Nurse Corps. The Walter Reed Army Institute of Nursing closed with the last class of WRAIN students graduating in June, 1978. A second decentralized program was initiated in 1974 through an agreement between the University and the Mercy Hospital Clinical Center in Baltimore. Organized along lines somewhat similar to WRAIN, with Mercy Hospital bearing the main expense of instruction, the Mercy program represented a unique way in which one private hospital chose to continue its support to nursing education after closing its hospital school. A first University of Maryland class of 33 students whose main clinical base had been the Mercy Clinical Center graduated in June, 1976. Students in the decentralized program met the School's admission criteria. Faculty at this center were appointed by the University of Maryland and utilized University—approved clinical resources in providing learning experiences which met requirements of the School of Nursing curriculum. Although in a decentralized setting, both faculty and students function as one school. The last class supported by Mercy Hospital graduated in June, 1980.

The employment of a director of continuing education in 1969 resulted in much appreciated services to nurses throughout Maryland. Subsequent development of regional com-

mittees has involved large numbers of nurses in planning for continuing education programs geared to specific interests and needs (See Continuing Education, page 63).

A multimedia self-instructional grant from the Division of Nursing, Department of Health, Education and Welfare, during 1969-74, provided the stimulus for the development and use of newer teaching-learning strategies. An Instructional Media Center staffed with nursing faculty and skilled technicians has continued to be a valuable resource to faculty and students.

A research development grant from the Division of Nursing, Department of Health, Education and Welfare, which was available to the School of Nursing from 1970 to 1975 served to increase faculty's involvement in research. The establishment of a Center for Research and Evaluation in 1975 provided for the coordination of research courses as well as additional consultative services to both faculty and students.

Since early days, the baccalaureate curriculum has been available to registered nurses who wished to pursue further study. However, in recent years faculty have put forth great effort to encourage nurses who demonstrated motivation and ability to avail themselves of options which increasingly are available to the adult learner in higher education. Admission to the School's integrated upper division clinical program was facilitated by administration of newly designed challenge examinations. Clinical experiences available to R.N.'s provided innovative approaches to meeting objectives of the baccalaureate curriculum. Further evidence of the School's concern for enlarging the pool of baccalaureate prepared nurses in Maryland was the institution in 1975 of an outreach program for "community bound" nurses in Western Maryland and the Eastern Shore. The first outreach baccalaureate program class of 27 students graduated in June, 1978. In the fall semester, 1980, the master's degree program initiated outreach classes for students in Western Maryland and on the Eastern Shore. The first master's level outreach class consisted of 37 students, 11 in the West and 26 in the East.

Faculty have accomplished a complete revision of both baccalaureate and graduate curricula in recent years. Implementation of the former was initiated in the fall of 1972 concurrently with a very large increase in upper division nursing enrollment of the Baltimore campus. Since 1974, because of limitations in the availability of clinical facilities in the Baltimore metropolitan area, it has been necessary to restrict admissions to the junior class to 300 students. The new master's curriculum, which was granted approval by the Graduate School early in 1976, is characterized by flexibility in the choices offered to students. The revision also was responsible for the creation of a new Department of Primary Health Care. In 1978, the opportunity for specialization in gerontological nursing was added to the master's curriculum, and in 1979, an area of concentration in nursing health policy was developed. In addition to preparing competent practitioners to meet current health care needs, both curricula endeavor to provide graduates with a foundation to adapt to and influence changing trends in health care delivery.

During the 1977-78 academic year, the second dean of the School of Nursing, Dr. Marion I. Murphy, announced her retirement plans. She served as dean from 1967-78 guiding the School and faculty with imaginative and assertive leadership and continuously working to assure quality educational opportunities for more nurses at all levels of preparation. During her tenure as dean, Dr. Murphy served as Chairperson of the Maryland Commission for Nursing; this Commission proposed ten recommendations based on identified nursing education needs of the state of Maryland. In her final year as dean, a substantive proposal for a doctoral program in nursing leading to the award of a Ph.D. degree was developed and approved by the University. The doctoral program in nursing was implemented in the fall semester, 1979 with an initial enrollment of four full-time and three part-time students. The addition of this program increases the level of educational preparation offered by the School of Nursing and is congruent with and supportive to the missions of the University.

Nurses' Alumni Association

Organized in 1895, School of Nursing alumni provided early leadership in the organiza-

tion of the Maryland Nurses' Association and in passage of the Nurses' Licensing Act of 1903. Over the years alumni have demonstrated not only their strong support of the School but awareness of changes taking place in nursing. Although incorporated as Alumnae, the Association changed its title to Alumni in 1964 thus establishing the eligibility of men graduates for memberships. The historic pin, designed by Tiffany's for the class of 1894, bore the inscription Nurses' Alumni Association until 1970 when, by action of the Association, the lettering for future graduates was changed to School of Nursing, University of Maryland. The Nightingale cap, bestowed by the School's founder, Louisa Parsons, remains the property of the Alumni Association. Since 1968, all baccalaureate graduates of the School of Nursing are eligible to purchase the cap.

The Campus: The University of Maryland at Baltimore

The tradition of education of the human service professions on the Baltimore campus began with the founding of the School of Medicine in 1807. The Dental School was the first in America: other professional schools in order of date of origin are Law, Pharmacy, Nursing and Social Work and Community Planning. These professional schools represent a tremendous resource to the community in which they are located. Also, their proximity to one another offers rich opportunity for interprofessional activities of a service and research nature. The professional schools of the University of Maryland at Baltimore have accepted as one of their major missions, leadership responsibility for the continuing improvement of health care delivery in Maryland. This will be accomplished by educating and training the appropriate kinds and numbers of professionals to meet the needs of the people of the state. The development of improved methods of health care delivery will be incorporated into the education process, including those which ensure efficiency and establish standards for quality of care.

The UMAB campus is situated in the heart of the downtown section of Baltimore, a city whose early historic origins are rivaled only by tremendous urban center developments in recent years. Baltimore is one of the foremost commercial, cultural and scientific centers on the Eastern seaboard and offers unlimited extracurricular activities to students and visitors.

Accreditation and Membership

The University of Maryland is a member of the Association of American Colleges and is accredited by the Middle States Association of Colleges and Secondary Schools. The undergraduate and graduate programs of the School of Nursing are accredited by the National League for Nursing; the School also maintains membership in the Council of Member Agencies of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing. The baccalaureate program is approved by the Maryland State Board of Examiners of Nurses. The School is represented in the Council on Collegiate Education for Nursing of the Southern Regional Education Board by the dean, associate deans for undergraduate and graduate studies and the director of continuing education. The School also is a member of the American Association of Colleges of Nursing.

Equal Opportunity

Qualified applicants are admitted without discrimination in regard to age, creed, ethnic origin, marital status, handicap, race and sex. The enrollment of the racial minority student, the male student, and the adult learner has been increasing annually. In line with its stated philosophy, the School of Nursing encourages students with diversified backgrounds to seek admissions to the baccalaureate and graduate programs, thereby enriching the educational experience for all.

Similarly, effort is made to recruit faculty with diversified backgrounds particularly representatives of minority groups. Although all faculty carry certain common responsibilities, the black or male faculty member undeniably becomes a role model further illustrating the School's commitment to affirmative action.

Registration on Campuses Within the University of Maryland System

Registration at one of the University of Maryland campuses permits a student to register for courses (space available) offered by another campus within the University of Maryland system.

Office of Admissions and Registrations.

Determination of In-State Status for Admission, Tuition and Charge Differential Purposes*

An initial determination of in-state status for admission, tuition and charge differential purposes will be made by the university at the time a student's application for admission is under consideration. The determination made at that time and any determination made thereafter shall prevail in each semester until the determination is successfully challenged prior to the last day available for registration for the forthcoming semester. A determination regarding in-state status may be changed for any subsequent semester if circumstances, as later defined, warrant redetermination.

General Policy

1. It is the policy of the University of Maryland to grant in-state status for admission, tuition and charge differential purposes to United States citizens and to immigrant aliens lawfully admitted for permanent residence in accordance with the laws of the United States, in the following cases:

- a. where a student is financially dependent upon a parent, parents or spouse domiciled in Maryland for at least six consecutive months prior to the last day available for registration for the forthcoming semester
- b. where a student is financially independent for at least the preceding 12 months and provided the student has maintained his domicile in Maryland for at least six consecutive months immediately prior to the day available for registration for the forthcoming semester
- c. where a student is a spouse or a dependent child of a full-time employee of the university
- d. where a student who is a member of the Armed Forces of the United States is stationed on active duty in Maryland for at least six consecutive months immediately prior to the last day available for registration for the forthcoming semester, unless such student has been assigned for educational purposes to attend the University of Maryland.
- e. where a student is a full-time employee of the University of Maryland.

2. It is the policy of the University of Maryland to attribute out-of-state status for admission, tuition and charge differential purposes in all other cases.

3. Each campus of the University will be responsible for making the in-state determination for the prospective or enrolled student.

4. In-state status is lost at any time a financially independent student establishes a domicile outside the State of Maryland. If the parent(s) or other persons through whom the student has attained in-state status establish a domicile in another state, the student shall be assessed out-of-state tuition and charges six months after the out-of-state move occurs.

Insurance Coverage

All nursing students, undergraduate and graduate, enrolled for clinical nursing courses, are required to carry malpractice liability insurance.

**A complete statement of this policy is available from the Office of Admissions, Room 132 Howard Hall, 660 West Redwood Street, Baltimore, Maryland 21201.*

INSTRUCTIONAL FACILITIES AND RESOURCES



Health Sciences Library

The principal library for the campus is the Health Sciences Library which is located near the School of Nursing. The library, which houses more than 230,000 bound volumes and over 3,100 current periodical subscriptions, is ranked one of the top 15 health sciences libraries in the nation.

Its collection, which serves the Schools of Nursing, Pharmacy, Dentistry, Medicine, and Social Work and Community Planning, is more varied than those of most other libraries. The subject scope encompasses the basic biomedical and health-related sciences as well as the social and behavioral sciences. Thus, in providing literature to support the teaching, research and health care programs on the campus, the library makes available a wide range of materials to the nursing community.

The Health Sciences Library has established an innovative outreach service program which adds a new dimension to library service on campus. Each of six Information Specialist librarians is assigned to one of the professional schools or the hospital. The Information Specialists participate in collection evaluation and development in the respective subject areas related to their assigned professional school, teach seminars and orientations in information retrieval, serve as information consultants, provide traditional reference service, as well as being responsible for the Computerized Reference and Bibliographic Service (CRABS) which provides customized subject bibliographies.

The library has access to over 30 computer data bases in the sciences and the social sciences including MEDLINE, Psychological Abstracts, ERIC, TOXLINE, and Social Sci—Search.

Interlibrary Loan service is available for needed materials not held in the library collection.

Self-service photocopy machines are available on all floors of the library.

The library is open 8 A.M. - 10 P.M. (Monday - Friday), 9 A.M. - 5 P.M. (Saturday) and 2 P.M. - 9 P.M. (Sunday). Special holiday and summer hours are posted.

Nursing Media Center

The School of Nursing offers opportunity for both individual and group learning activities in the Nursing Media Center.

Self-Instruction: The rationale for this approach is that the knowledge and skills needed by individual nursing students vary at any given time. Availability of appropriate materials in self-instructional format provides for this diversity of needs. As the result of a special project, a group of faculty and technicians developed and produced a large number of multimedia self-instructional study units. In addition, commercially prepared materials have been purchased as appropriate to meet students' needs. The environment for self-study is an Instructional Media Laboratory with 68 carrels including a variety of equipment. Undergraduate students may be required to study specific units as course requirements and may pursue other self-instructional materials relevant to their individual learning needs. Graduate students utilize the laboratory on a selective basis.

Skills practice: Undergraduate students who wish to practice certain nursing skills and procedures may do so in Skills Laboratories adjoining the Nursing Media Center. The laboratories contain typical clinical equipment which enables students to simulate direct care situations. A Skills Laboratory Committee of faculty members prepares skill guides to assist the student using the laboratory; an R.N. laboratory assistant is available to provide guidance to students on a part-time basis.

Both the Nursing Media Laboratory and Skills Laboratories are open during early evening hours.



Group Instruction: Classroom instruction at the School of Nursing is supported through a variety of media services. Movie projectors, overhead projectors, audio tape recorders and other equipment are available for use in classes or seminars. A library of film and other media catalogs is maintained to help faculty locate desired films, tapes and other resources. Materials for and assistance in the production of slides and overhead projector transparencies are available to faculty members who wish to make use of those techniques.

The School also has a closed circuit television studio where live or taped programs can be produced. A portable videotape system and production assistance are available for faculty and students who wish to videotape projects on their own.

The University Hospital Media Center on the eleventh floor, as well as other campus Media Centers are also open to students.

Center for Research and Evaluation

As nursing moves forward in the establishment of its own theoretical base and explores its relationship to other human services, research has assumed new dimensions. The School of Nursing provides introductory courses in research methodology for under-graduate students and more advanced offerings for graduate students. The faculty of the Center for Research and Evaluation, in addition to teaching, are available to assist faculty and graduate students with research design, sampling procedures, techniques of measurement, data collection and analysis as well as preparation of reports and proposals. Specialists in educational evaluation provide leadership evaluation of curricula and other areas. The Center has a Research Reading Room with a collection of 200 books primarily devoted to aspects of research methodology, selected journals, and a file of measurement instruments; and a Data Analysis Laboratory that houses a variety of mini-calculators and mini-computers for faculty and student use. Instruction in utilization of hardware in the laboratory is available. Computer service facilities on both the Baltimore and College Park campuses also are utilized extensively.

School of Nursing faculty and students participate in national as well as local research consortiums. Research of a multidisciplinary nature is increasingly possible as nursing and other health disciplines have identified common problems. The Center schedules two "Research Days" and a number of noon seminars during the academic year to highlight such activities as part of its faculty development program. A newsletter, *RSVP*, is distributed biannually to 800 Schools of Nursing and hospitals throughout the country.

Student Services: Undergraduate and Graduate Programs

National Honor Society of Nursing. Sigma Theta Tau, founded in 1922, is the national honor society of nursing; Pi Chapter was established at the University of Maryland in 1959. The purposes of Sigma Theta Tau are to recognize superior scholarship achievement, encourage and support research activities, and strengthen commitment to the ideas and purposes of the nursing profession.

Candidates for membership are selected from the basic baccalaureate, the registered nurse, and the graduate students in nursing as well as outstanding nurses from the community. Selection is based on scholastic achievement, leadership qualities, creativity, professional standards and commitment.

Who's Who Among Students in American Universities and Colleges. Membership in this organization is open to juniors, seniors and graduate students in the School of Nursing. Both students and faculty participate in the nomination and selection of members on the basis of the following criteria: Scholarship ability, participation and leadership in academic and extracurricular activities, citizenship and service to the school and potential for future achievement.

Phi Kappa Phi. Phi Kappa Phi is a national honor society which was established at the University of Maryland in 1920. Its objective is to foster and recognize outstanding scholarship, character and social usefulness in students from all areas of instruction.

Candidates for membership are selected from the basic baccalaureate, the registered nurse and the graduate students in nursing.

Other Awards. School of Nursing students are eligible for several types of awards upon completion of the undergraduate or graduate program. The awards, which are presented at an academic convocation, have been donated by the Nurses' Alumni Association or other groups or individuals who wish to recognize outstanding individuals in the student body. Annually a Research Award is presented to a master's student in recognition of excellence in research, and an award is presented to the outstanding master's student in each area of concentration.

UNDERGRADUATE PROGRAM



Undergraduate Program Overview

The program in professional nursing, leading to the degree of Bachelor of Science in Nursing, is available to men and women who establish eligibility for admission. The first two years of preprofessional study (lower division course requirements) are available at University of Maryland campuses and at other accredited colleges or universities. On these campuses, the student pursues a program geared to providing fundamentals of a liberal education and subjects which are supportive to the study of nursing. The junior and senior years are devoted to completing the nursing major on the Baltimore Campus.

Registered nurses who desire to bring their previous preparation for nursing in line with requirements for the baccalaureate degree are encouraged to establish eligibility for admission. Credits previously earned at an accredited two or four year college or university are assessed according to University of Maryland and School of Nursing policies governing transfer of credit; opportunity to establish credit for certain foundational and nursing courses is provided.

Objectives of the Undergraduate Program

The baccalaureate graduate of the University of Maryland School of Nursing is committed to the total wellbeing of people and demonstrates respect for their dignity, worth, autonomy and uniqueness. In ambulatory, community, and inpatient settings, the graduate provides effective nursing care that assists individuals, families and other groups at any point on the health continuum to attain, regain, or maintain their maximum level of health and highest level of functioning.

The baccalaureate program provides a learning environment which fosters purposeful self-direction; implementation of nursing care is based on a deep grasp of nursing knowledge and skill, analytical thinking and discriminative judgment. As a result of the educative process, and following an appropriate orientation to a nursing care setting, the graduate is able to assume beginning leadership in the practice of nursing. Awareness of nursing's effectiveness on the improvement of health care services to people gives impetus to the graduate's continuing search for knowledge which supports practice.

To achieve these ends the graduate:

1. synthesizes selected concepts from the affective, cognitive, and psychomotor domains in formulating a philosophy of nursing;
2. uses affective, cognitive, and psychomotor behaviors in applying the nursing process to individuals and small groups;
3. demonstrates personal and professional growth with increasing self-direction;
4. demonstrates leadership in own nursing practice;
5. demonstrates responsible organizational behaviors in meeting professional goals within health care agencies;
6. collaborates in the assessment of and planning for meeting the health care needs of individuals and small groups;
7. improves own nursing practice through the evaluation and application of selected research.

Upper Division Program

(Pre-Admission Advisement)

The University of Maryland School of Nursing offers one undergraduate program which leads to a baccalaureate degree in nursing (B.S.N.). It admits to this upper division program two types of students: registered nurses and generic students.

Articulation Programs - An Advisement Tool

Both the registered nurse and the generic student must successfully complete an equivalency of two years of lower division college course work prior to matriculation in the baccalaureate program of the School of Nursing at Baltimore. The required lower division courses may be taken at any accredited institution of higher education. The following schools have designed special articulation programs which facilitate a student's admission to the School of Nursing:

Alleghany Community College
Anne Arundel Community College
Catonsville Community College
Cecil Community College
Charles County Community College
Chesapeake College
The Community College of Baltimore
Dundalk Community College
Essex Community College
Frederick Community College
Garrett Community College
Hagerstown Junior College
Harford Community College
Howard Community College
Montgomery College
Prince George's Community College
Frostburg State College
University of Maryland — Baltimore County Campus
University of Maryland — College Park Campus
University of Maryland — Eastern Shore Campus
Wor—Wic Community College

The articulation program for each of the above listed community colleges is described in a booklet entitled: "*Programs Articulated Between (insert one of the above) College and the University of Maryland at Baltimore City.*" This booklet is kept in the counseling center of each community college. The articulation program for the following institutions is listed in their college catalogue:

University of Maryland — Baltimore County
University of Maryland — College Park
University of Maryland — Eastern Shore (Regular and Honors Programs available)
Frostburg State College

These printed articulation programs can serve as valuable advisement tools. By using them, most students are able to determine which of their courses will be used in meeting the lower division course requirements for admission to the School of Nursing located in Baltimore City.

Pre-Admission Counseling Sessions

The Office of Admissions and Academic Progressions provides small group counseling sessions for students interested in admission to the School. At the counseling sessions an explanation of the admission process is given and each attendee's academic credentials are evaluated. For an appointment for one of the sessions, phone the following number: (301) 528-6283.

Foreign Students or Native Students Who Attended Foreign Institutions

The first step in the admissions process is to validate the completion or planned completion of the 59 lower division credit requirements prior to the student's anticipated matricu-

lation date. To validate which of *the credits* taken at a foreign institution (s) will be accepted as fulfilling the Nursing School's required lower division courses, the student must do the following:

(1) file an official application with appropriate fee

(2) have the appropriate officer at the foreign school(s) attended send an official transcript(s) with English translation to the Office of Admissions and Registrations at 660 W. Redwood Street, Baltimore, Maryland 21201.

Since it takes approximately 6 months for the processing of documents received from a foreign country, it is critical that the student apply in early fall for the following fall's admission date.

General admission requirements and those specific to the Registered Nurse will be used for foreign nurse applicants who are registered to practice nursing in the United States and for those who will be registered by the anticipated matriculation date. General admission requirements and those specific to the generic student will be used for students who are not eligible for registration to practice nursing in the United States or who do not take and/or do not pass the State Board of Nursing Examination prior to the anticipated matriculation date.

Foreign students are required to take the Test of English as a Foreign Language. A score of 500 is considered to be an indication that the applicant could be successful in language comprehension and use.

Lower Division Requirements

Professional upper division education in nursing requires a foundation of learning provided by required lower—division college courses. Prior to fall matriculation in the undergraduate program, all students must have completed the following lower division course requirements at an accredited college or university:

Course Requirements	Credits
English Composition	3
Chemistry Including Lab (inorganic & organic content)	8
Human Anatomy & Physiology Including Lab ("C" or better grade)	8
Microbiology Including Lab ("C" or better grade)	4
*Social Sciences	12
**Humanities	15
Nutrition (sophomore level)	3
Electives	6
	Minimum of 59

**Must include at least one course in sociology and one course in psychology. **Must include courses selected from at least three disciplines within the humanities areas.*

Policies Governing Transfer of Lower Division Credits

The following is a list of policies which govern the transfer of college credits to the School of Nursing:

1. Human anatomy and physiology, chemistry and microbiology must be courses taken by students who plan to or could use them as credits toward a major in these areas. In other words, they cannot be terminal courses for non—majors; i.e., students majoring in nursing, physical education, etc.
2. Required natural science courses (chemistry, microbiology and human anatomy and physiology) must include laboratory experience.
3. Courses in religion will be accepted in transfer when they have been taught within a framework which oversteps specific sectarian concerns and/or dogma. Religion courses whose content is exclusively/primarily limited to sectarian dogma will *not* be accepted in transfer.

4. Basic nutrition must be a course with prerequisites of organic chemistry and anatomy. (See page 17 for list of currently approved nutrition courses.)
5. Humanities credit will be given for one "studio" course in the fine arts; (i.e., class in piano and painting) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).
6. "D's" are not transferable for anatomy and physiology and microbiology from either in-state or out-of-state institutions. For other courses, Ds are transferable from in-state public institutions only.
7. Courses taken on a Pass/Fail basis may be used for elective credits only.
8. Credits earned in courses titled Human Growth and Development are not applicable toward preprofessional course requirements. This content is taught within the School of Nursing (Junior Year).
9. Remedial and/or repetitive courses are *not* applicable for credit.
10. Nursing courses are not transferable.
11. Foreign Language — Humanities credit will be given for the first semester elementary course in a language (i.e., FREN 101, ITAL 101) only if additional credit is earned in that language. However, the first course can be used for elective credit even if no additional credit in that language is earned.
12. Social, physical and natural science courses taken 10 or more years prior to a student's matriculation date will not be accepted.
13. Only students with an overall grade point average of a 2.0 or better will be considered for admission to the School of Nursing.
14. Only 59 applicable credits are necessary for matriculation to the School of Nursing. A maximum of 60 credits will be applied toward the matriculation grade point average; additional credits earned by the student will be viewed by the Admissions Committee as credit for enrichment but will not be calculated in the Student's matriculation grade point average.
15. Whenever possible, credits recorded on an applicant's transcript(s) will be used as the basis for calculating the matriculation grade point average rather than those grades resulting from courses listed on the "Courses In Progress" sheet, which is a form included in the official application.
16. No more than half of the 122 applicable credits required for graduation can be earned by examinations (see Department Examinations and CLEP below).

Establishing Lower Division Credit by Examination

Departmental Examinations: Many two- and four-year colleges and universities provide an opportunity for students to take examinations for credit, provided the student has had some instruction and experience in the content of the course under consideration. Arrangements are made by students with the appropriate departments in the college in which they are matriculated on a full- or part-time basis. The School of Nursing will accept the credit earned by examination provided the course name and number, grade, and credits earned are on the transcript. (In most cases, Pass/Fail grades are not accepted).

CLEP: It is possible to earn credit by examination through the College Level Examination Program of the College Entrance Examination Board. The School of Nursing recognizes *selected* CLEP exam results for credit provided the student earns a grade determined acceptable. The results from the CLEP tests can be submitted to the Director of Admissions and Registrations, Room 132, Howard Hall, 660 West Redwood Street, Baltimore, Maryland 21201 for information on the scores transferability.

Assessment Form

For Student Use Only Not to be Submitted to the School

The following form is a model of the form used by admission officers in assessing an applicant's eligibility for admission. Interested students can use it to keep track of their progress in meeting lower division requirements.

Lower Division Requirements	Required Credit	Credit Earned	Grade	Q.P.	School	Year Taken
English Composition	3					
Chemistry with Laboratory (Including inorganic and organic content)	8					
Human Anatomy and Physiology with Laboratory	8					
Microbiology with Laboratory	4					
Social Sciences (12 cr. - includes sociology, psychology, anthropology political science, economics, geography)						
One course <i>must</i> be in sociology and one <i>must</i> be in psychology						
_____	3					
_____	3					
_____	3					
_____	3					
Humanities (15 cr.) Need courses from at least 3 of the following areas: Literature, language, fine arts, history, philosophy, mathematics, public speaking						
_____	3					
_____	3					
_____	3					
_____	3					
_____	3					
Nutrition (sophomore level)	3					
Electives	6-7					

Matriculation G.P.A.						
Minimum	59					

Approved Nutrition Courses Effective April 1980

Others May Be Added As Developed

BIO 280	Anne Arundel Community College
BIOL 266	Catonsville Community College
NUTR 160	Chesapeake College
BL 206N	College of Notre Dame
DNT 200	Community College of Baltimore
AH 160	Essex Community College
NUT 200	Frostburg State College
BIO 210	Harford Community College
NUTR 204	Hood College
SCI 262	Howard Community College
12A07	Johns Hopkins University
12A08	Johns Hopkins University
BL 213	Montgomery College
BIO 212	Prince George's Community College
SCI 316	St. Mary's College of Maryland
BIOL 217	Salisbury State College
NUTR 204	Towson State University
BIOL 0233	University of Maryland, Baltimore County
NUTR 200	University of Maryland, College Park or Univ. College
HE 331	University of Maryland, Eastern Shore

Admission to the Upper Division

General Information for all Applicants

(1) Rolling Admissions

The University of Maryland School of Nursing initiated the process of rolling admissions with the admission class of 1979. "Rolling admissions" means that the earlier one applies, the earlier one will hear about being accepted to the school.

(2) Obtaining Application

An application may be obtained from the following office between the middle of September and January 31st for the next admission class:

Office of Admissions and Registrations
University of Maryland, Baltimore
Howard Hall, Room 132
660 West Redwood Street
Baltimore, Maryland 21201
Phone No.: 528-7480

(3) Application Deadline

February 1st is the application deadline. Requests for exception to this deadline may be directed, in writing, to the Director of Admissions and Progressions, 655 West Lombard Street, Baltimore, Maryland 21201.

(4) Updating Admissions Information

Students planning to apply to the School of Nursing for Fall 1983 should contact the Director, Office of Admissions and Progressions, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201 in the spring of 1982 for possible changes regarding the admissions criteria.

Admissions Information — Specific to the Generic Applicant

(1) Normal educational sequencing leading to a B.S.N. for the generic applicant:

- graduation from high school
- completion of 59 lower division, preprofessional course credits at an accredited college or university
- completion of 63—64 upper division, professional course credits

(State Board Examinations to become a registered nurse are taken following the awarding of the baccalaureate degree)

(2) Applying for Admissions:

The School of Nursing matriculates approximately 300 generic students into upper division course work in the fall of each year. Students should apply for admission in the fall prior to their expected matriculation date. Students are eligible to apply after completing approximately 30 credits of the Lower Division preprofessional course work and developing a plan for completing the remaining 29 credits by the expected matriculation date. All applications will be considered where the applicant's overall grade point average is 2.0 or above. Admission is competitive and the basic criteria for determining admissions are:

- overall grade point average
- completion by February 1st of 44 semester hours of applicable (lower division) credits with a minimum distribution of these credits in the following categories: English — 3 credits; required Natural Sciences — 8 credits; Social Sciences — 6 credits; Humanities — 6 credits.
- written plan for completion of all required 59 lower division credits by matriculation date (admission preference given to those applicants who plan to complete all required 59 credits no later than the end of the first summer session prior to matriculation).
- successful completion of the Allied Health Professions Admission Test. Applications for the Allied Health Professions Admission Test may be obtained from the following address:

Allied Health Professions Admission Test
The Psychological Corporation
304 East 45th Street
New York, New York 10017
Phone: (212) 888—3221

Applicants are strongly encouraged to take the Allied Health Professions Admission Test in either November or January prior to their requested matriculation date (Allied Health Professions Admission Test scores are valid for only two admission years following the date the tests were taken).

Admissions Information — Specific to the Registered Nurse Student

(1) Normal educational sequencing leading to a B.S.N. for the Registered Nurse:

- graduation from an associate degree nursing program or diploma nursing program
- pass State Boards (failure to become licensed after a student has matriculated will result in his being immediately withdrawn from the program)
- completion of 59 lower division, preprofessional course credits at an accredited college or university
- completion of advanced placement examinations totaling 28 credits (10 credits are earned from faculty made tests and 18 credits are earned from tests developed by The American College Testing Program)
- completion of 33 upper division, professional course credits

(2) Applying for Admission:

The School of Nursing matriculates approximately 120 registered nurses into upper division course work in the fall of each year. Students should apply for admission in the fall prior to their expected matriculation date. Students are eligible to apply after completing approximately 30 credits of the Lower Division preprofessional coursework and developing a plan for completing the remaining 29 credits by the expected matriculation date. All applications will be considered where the applicant's overall grade point average is 2.0 or above. Admission is competitive and the basic criteria for determining admissions are:

- overall grade point average
- completion by February 1st of 44 semester hours of applicable credits with a minimum distribution of these credits in the following categories: English — 3 credits; required Natural Sciences — 8 credits; Social Sciences — 6 credits; Humanities — 6 credits.
- written plans for completion of all required 59 lower division credits by matriculation date. (Admission preference is given to those applicants who plan to complete all required 59 credits no later than the end of the first summer session prior to matriculation)
- successful completion of advanced placement examinations.

Advanced Placement for the Registered Nurse

When the official application for upper division study is received by the School of Nursing, information about the Advanced Placement Examinations is forwarded to the applicant and includes study guides and registration forms for all the examinations. The required advanced placement examination are as follows:

NURS 310 Pathophysiology — Pharmacological Implications	4 credits
NURS 316 Human Growth & Development	3 credits
NURS 317 Deviations in Human Growth & Development	2 credits
*NURS 320 Introduction to Administration of Medications & Basic Life Support	1 credit
†NURS 457 Maternal & Child Health Nursing	Total of 18 credits
†NURS 554 Adult Nursing	for these three
†NURS 503 Psychiatric/Mental Health Nursing	examinations

Nurs 310, 316, 317 and 320 are prepared by University of Maryland faculty members. Nurs 457, 554, and 503 are prepared by the American College Testing Center. Those who would like to contact the Center directly may do so by writing to the following address: ACT PEP
2201 North Dodge Street
P.O. Box 168
Iowa City, Iowa 52243

**A minimum grade of "C" is required on this advanced placement examination.*

† A minimum average score of 45 is required on these 3 tests.

If an applicant fails Nurs 310, 316, 317 or 320, he must take the courses after matriculating in the program. Decisions as to when these courses are to be taken are the responsibility of the Director of Admissions and Academic Progressions. Students have two attempts to successfully pass Nurs 457, 554 and 503. Students who fail to pass these tests on the second attempt are allowed to apply to the generic program.

Advanced placement examinations must be retaken if the student does not matriculate in the upper division course of study within two years.

Unique Features of the Curriculum for Generic Students:
Upper Division

The junior and senior year of the Nursing Curriculum are offered at the University of Maryland at Baltimore campus. The curriculum is based on an integrative model whereby students are taught by a group of teachers who have specialized knowledge and skills in the area of maternal-child, psychiatric-community mental health, medical-surgical and community health nursing. All students work toward the same course objectives, although the teaching—learning methods may vary among faculty.

A faculty—student ratio of approximately 1:10 creates a learning situation whereby students have sufficient opportunity to learn the clinical skills required of professional nurses. Student placement for the junior year is an administrative decision. A lottery is used to make decisions concerning senior student placements.

The goal of nursing care is to assist man to reach his highest level of functioning compatible with health. Consequently, the curriculum focuses on the development of the requisite interpersonal and cognitive skills such as problem—solving, discriminative thinking and making nursing judgments as well as technical skills. The curriculum is best described as one which emphasizes the psychosocial needs of man without negating the importance of physical and spiritual needs.

A typical plan of study for the upper division nursing major follows:

Junior Year

Fall Semester

Credits

*NURS 314 Concepts of Nursing I	9
†NURS 318 Special Topics — Electives in Health Related Courses	3
*NURS 316 Human Growth and Development	3
TOTAL	15

Winter Session (Month of January)

Credits

*NURS 317 Deviations in Human Growth and Development	2
*NURS 320 Introduction to the Administration of Medications and Basic Life Support I	1
TOTAL	3

Spring Semester

Credits

*NURS 315 Concepts of Nursing II	9
*NURS 310 Pathophysiology and its Pharmacological Implications	4
NURS 321 Introduction to Organizational Behavior	3
TOTAL	16

**These courses are challenged by R.N. students after applying to the upper division (Advanced Placement Examinations Nurs 457, 554 and 503 are equivalent to credits for Nurs 314 and Nurs 315 above) †Course not required for the registered nurse*

Senior Year

Fall Semester

Credits

NURS 324 or 325 Concepts of Nursing IIIA or B	9
*NURS 322 Nursing in Society	3
*NURS 410 Survey of Research and Statistics	3
TOTAL	15

Winter Session

	Credits
NURS 326 Clinical Nursing Elective	3
TOTAL	3

Spring Semester

	Credits
NURS 324 or 325 Concepts of Nursing IIIA or B	9
**NURS 418 Special Topics — Electives in Health—Related Courses	2—3
TOTAL	11—12

**Take with Nurs 325 **Take with Nurs 324*

Unique Features of the Curriculum for Registered Nurse Students: Upper Division

The curriculum developed for the registered nurse is planned to maximize the strengths the registered nurse brings to the baccalaureate program. The registered nurse is viewed as an adult learner who possesses the special characteristics of a diverse life, educational and clinical experiences, and a high level of motivation that fosters independent and collaborative learning.

Clinical practice areas for the registered nurse are provided through arrangements with a wide variety of hospitals and other health agencies. All clinical coursework is under the supervision of faculty of the School of Nursing. Students are assigned to any one of a number of different agencies for the purpose of accomplishing the course objectives as determined by faculty.

A typical plan of full—time study appears below for R.N. students who have met the requirements for the preprofessional courses and have established credit through satisfactory completion of advanced placement examinations.

Fall Semester

	Credits
NURS 334 Concepts of Nursing IVA	9
NURS 321 Introduction to Organizational Behavior	3
NURS 410 Survey of Research and Statistics	3
TOTAL	15

Winter Session (Month of January)

	Credits
NURS 326 Clinical Nursing Elective or NURS 348 Seminar, Workshop	3
TOTAL	3

Spring Semester

	Credits
NURS 335 Concepts of Nursing IVB	9
NURS 418 Special Topics — Electives in Health-Related Courses	3
NURS 322 Nursing In Society	3
TOTAL	15

Students may not take more than 15 credits during the fall and spring semesters or 3 credits in the winter session without administrative approval from the Director of Admissions and Academic Progressions.

Part-Time Study

This option is available to a limited number of registered nurses who are admitted to the School of Nursing. Part—time students may complete the program in two or three academic years. Enrollment in certain courses may be limited depending upon demand.

General School Policies Related to Curriculum Matters

Policies Regarding Nursing Concepts Courses

The major nursing courses, i.e., NURS 314,315,324,325,326,334 and 335, must be taken within the University of Maryland School of Nursing. This policy does not negate the opportunity for R.N. students to challenge the junior year clinical concepts courses. Faculty — student ratios for Concept Courses are maintained at an average program—wide ratio of approximately 1:10.

Clinical Practice Areas

Clinical practice areas for the baccalaureate program are provided through arrangements with a wide variety of hospitals and other health agencies. All clinical coursework is under the supervision of faculty of the School of Nursing. Students are assigned to anyone of a number of different agencies for the purpose of accomplishing the course objectives as determined by the faculty.

Honors Program

The School of Nursing is participating in an interdisciplinary honors program initiated at University of Maryland at Eastern Shore in fall, 1979. Plans are underway to continue the concept of a program that is especially designed for those students meeting honors criteria.

Outreach Students

During the 1975—1976 academic year, an off—campus, part—time degree completion program for “community bound” registered nurses was established in Western Maryland and on the Eastern Shore. The first group of students completed the program in 1978. This offering is currently continuing in Western Maryland, in the Cumberland area and the Hagerstown area. The program enables registered nurses to complete all requirements for the baccalaureate degree in nursing through enrollment on a part—time basis in regional centers. Requirements for achieving senior year status are the same as on the Baltimore campus. The usual senior year curriculum for R.N.’s, which involves 33 earned credits, is arranged over a two to three—year time span. Inquiries should be addressed to the Director of the Outreach Program, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.

Degree Requirements — Baccalaureate Program

It is the responsibility of faculty of the School to establish and publish degree requirements. Responsibility for knowing and successfully meeting these requirements rests with the student. Requirements are set forth in this catalogue and updated annually in the Academic Handbook given to enrolled students at the beginning of each academic year. Current requirements are as follows:

1. Certain lower division coursework is required for admission to the junior year of the undergraduate program in nursing. Official transcripts of this coursework must be submitted to the Director of Admissions and Registrations by published deadline date.
2. A minimum of 120 credits (122 for generic students and 120 for R.N. students) in certain coursework is required. The lower division courses required for admission to the junior year and the required courses of the upper division major in nursing completed at the University of Maryland comprise the required credits. At least the senior year must be completed at the University of Maryland. This does not negate Outreach Students from completing their courses at Outreach sites.
3. Upper division major in nursing; required courses appear elsewhere in the catalogue.
4. A minimum grade point average of 2.0 is expected each semester of the junior and senior year, as well as a cumulative grade point average of 2.0 for graduations.

5. A grade of C or better is required in both the didactic and clinical portions of Nursing Concepts Courses, NURS 314, 315, 324, 325, 326, 334 and 335.

Also a C or better is required in NURS 320 and failure to obtain this grade prohibits students from moving to the next level concepts course. These courses are sequential, and a C must be earned before registering for the next course (except for NURS 326 which is graded Pass/Fail and requires a Pass grade). If a D or F is received in a Nursing Concepts Course, the course must be repeated, with permission of the Director of Admissions and Academic Progressions, and a C grade or higher earned the next time it is offered.

6. A diploma application must be filed with the Director of Admissions and Registrations, University of Maryland at Baltimore, before the stated deadline date in order to receive the degree.

Grading System

The following grades are used to report the quality of upper division coursework on grade reports and transcripts:

Grade	Quality	Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimal Passing	1 (but not acceptable in certain courses)
F	Failure	0
I	Incomplete	—
P	Passing at C level or above	—
WD	Withdrew from all courses and the university	—
AU	Audit	—
NM	No Grade submitted by Faculty	—

Note: Only Grades of A,B,C,D and F are computed in the grade point average on the grade reports published and maintained by the Office of Admissions and Registrations.

A grade of P is given only for specified courses that are graded Pass/Fail when performance is at a C level or above.

A grade of D or F is unsatisfactory for Nursing Concepts courses and the course titled Administration of Medications and Basic Life Support. These courses require a C grade or higher for the fulfillment of degree requirements.

A grade of I is given at the discretion of the instructor only when extenuating circumstances beyond the student's control prevent the completion of a minor portion of work in a course. Students receiving a grade of an I are responsible for arranging with the instructor the exact work required to remove the incomplete. If an I grade is not removed by the end of the following semester, the grade automatically converts to F except with Nursing Concepts courses when the time of completion is determined by the instructor. Any I grade may preclude normal progression in the program as determined by progressions committee policies.

Withdrawal Policy — Transcripts Prepared by the Office of Admissions and Registrations:

If a student withdraws from the University starting with the 9th week through the 11th week, the student will receive a "WD" on his transcript. Students who withdraw in the last week of the semester will either receive an "WP or WF".

Drop Policy Administered by the Office of Admissions and Progressions:

Students can only drop a course with the permission of the Director of Admissions and Academic Progressions. When a student is permitted to drop a course prior to the end of the 7th week, a "WD" grade will be retained in the student's file in the Office of Admissions and Academic Progressions. Students who are permitted to drop a course starting with the 8th week through the 11th week will receive either a "Drop Pass" (DP) or a "Drop Fail" (DF) grade. A summary of the student's performance on the course will be placed in the student's record retained in the Office of Admissions and Academic Progressions. Students are not permitted to drop a course starting the 12th week and will receive the grade determined by the faculty.

Dropping a Concepts Course (NURS 314, 315, 324, 325, 334 or 335): Students who drop a Concepts Course and maintain enrollment in a non-clinical course are eligible to retake the Concepts course the next time there is space available in it.

Computation of Grade Point Average for a Semester: Grade points are added for the courses attempted in a given semester in the upper division major and multiplied by the number of credits attempted. The sum, divided by the total credits for the courses, equals the grade point average as in the example below:

$$\begin{array}{rcl} \text{NURS 314} & (9 \text{ cr}) & \text{B} = 27 \text{ grade points} \\ \text{NURS 316} & (3 \text{ cr}) & \text{B} = 9 \text{ grade points} \\ \text{NURS 318} & (3 \text{ cr}) & \text{B} = 9 \text{ grade points} \\ \hline & (15 \text{ cr}) & \text{B} = 45 \text{ grade points} \end{array}$$

$$\begin{array}{r} 3.00 \text{ grade point average} \\ 15 \overline{)45.00} \end{array}$$

Computation of the Cumulative Grade Point Average: The total grade point for all courses (including upper division coursework, challenge examination grades for the R.N. and courses accepted for admission) are added and calculated as above.

Progression and Reinstatement Policies

It is the student's responsibility to monitor his academic progression toward the completion of degree requirements, as well as to maintain good academic standing. Students receive from faculty a mid-semester warning if in jeopardy of failing a course. At the end of each semester, students receive grade reports on coursework completed from the Director of Admissions and Registrations. These reports of official grades (and their entry on the official transcript) and the grades for courses accepted for admission are used by faculty to certify academic standing and to determine honors, academic probation and dismissal, and the completion of degree requirements.

The Committee on Academic Progressions meets regularly to establish and implement policies on progression and, through the Office of the Director of Admissions and Academic Progressions, formally notifies students in poor academic standing who are placed on academic probation or are academically dismissed. Students are notified in writing when they are removed from academic probation.

Academic Retention and Reinstatement

Good Academic Standing: is defined as satisfactory academic progress of a registered degree candidate in coursework and toward degree requirements.

Poor Academic Standing: is unsatisfactory academic progress of a registered degree candidate in coursework and toward the completion of degree requirements. Such students are normally placed on academic probation and *may be* subject to academic dismissal.

Academic Probation: a student in poor academic standing is placed on probation by the Committee on Academic Progressions, The Director of Admissions and Progressions, or the Associate Dean for the Undergraduate Program. In the written notification of proba-

tion and unsatisfactory academic achievement, the student will be informed of the length of the probation and any specific conditions that must be satisfied to be removed from probation. Specific conditions warranting academic probation include:

1. a D or F in a Nursing Concepts course
2. a D or F in NURS 320 — Introduction to the Administration of Medications and Basic Life Support
3. a cumulative grade point average of 1.960 to 1.999
4. a grade point of less than 2.0 for any given *semester*
5. repeated mid-semester warnings in courses
6. academic dishonesty
7. an academic record reflecting other unsatisfactory progress in meeting degree requirements

Academic Dismissal: a student is dismissed from the undergraduate program by the Committee on Academic Progression, Director of Admissions and Academic Progressions, or Associate Dean for the Undergraduate Program for continued evidence of unsatisfactory progress toward meeting course or degree requirements as usually evidenced by repeated academic probation or course as specified below. Specific causes for academic dismissal include:

1. two D or F grades earned in Nursing Concepts courses
2. a cumulative grade point average of 1.959 or lower
3. successive semesters of academic probation
4. academic dishonesty
5. an academic record reflecting other unsatisfactory progress in meeting degree requirements

Reinstatement: Students who withdraw in good academic standing can apply for reinstatement through the Admissions Committee. A student who was academically dismissed, or who withdrew in poor academic standing, must request reinstatement to degree candidacy from the Committee on Academic Progression. Such written requests are made to the Director of Admissions and Academic Progressions. Although such requests are considered individually, the following guidelines are followed:

1. General admission policies of the University and the School prevail (e.g. space available, University rules and regulations, etc.)
2. Students may be reinstated only once.
3. A current physical examination by the Student Health Service is required as a condition of reinstatement.
4. The student's academic record and academic standing upon dismissal are considered.
5. Academic requirements for reinstatement will be specified and will include, if appropriate, a mastery examination in NURS 320.
6. The student's potential for successful completion of the program is evaluated.
7. Appropriate malpractice insurance is required at the time of reinstatement.

Deadline dates for requesting reinstatement:

1st Monday of November for winter session and spring semester. First Monday of April for reinstatement for summer and fall semesters.

Notification of decision as to reinstatement may be delayed until information on space constraints is available.

Policy Relating to Plagiarism, Cheating and Other Academic Irregularities

In cases involving charges of academic irregularities or dishonesty in an examination, class work or course requirements by a student, a faculty member or another student shall report to the appropriate Chairperson any information received and the facts within his knowledge. Examples of academic irregularities or dishonesty include acts such as plagia-



alism, cheating, misrepresenting someone else's work as one's own work, falsification of credentials, revealing contents of an examination to anyone who has not yet taken the exam, failure to report infractions, and any other academic—related behaviors that are disrespectful of the rights of individuals, the policies of the School of Nursing and the University or the professional standards of conduct.

After having considered evidence submitted by student and faculty, if the Chairperson determines that an infraction has occurred, (s) he shall determine the appropriate disciplinary action. If the student is dissatisfied with the decision, (s) he may appeal to the Associate Dean for Undergraduate Studies, and if necessary, to the Dean, School of Nursing.

Possible penalties for violations of this policy include: being placed on probation, assigning a failing grade for the course, suspension, expulsion, and others.

Dismissal of Delinquent Students

The School reserves the right to request the withdrawal of students who do not maintain the required standing of scholarship, or whose continuance in the School would be detrimental to their health, or to the health of others, or whose conduct is not satisfactory to the authorities of the School. It is a general expectation that students will abide by rules and regulations established by the University. Violation of University regulations may result in disciplinary measures being imposed.

Withdrawal From the School

Should a student desire or be compelled to withdraw from the School at any time, he must:

1. write a brief letter to the Director of Admissions and Academic Progressions explaining the reason for withdrawal;
2. secure a withdrawal form with appropriate signatures from the Director of Admissions and Academic Progressions;
3. submit the signed withdrawal form to the Office of Admissions and Registrations.

The staff of the Office of Admissions and Academic Progressions will notify the instructors of the withdrawal.

The date used in computing refunds is the date the application for withdrawal is filed with the Registrar, Office of Admissions and Registrations.

Financial Information (Undergraduate) Fees

The information given below is minimal and reflects fees and other expenses for the 1979-80 academic year.

University of Maryland at Baltimore Upper Division

(Junior-Senior)

	Fall Semester†	Spring Semester	TOTAL
Matriculation (new students only)	15.00	—	15.00
*Tuition-Fixed Charges Fee			
In-State	335.00	335.00	670.00
Out-of-State	1215.00	1215.00	2430.00
Part-time Undergraduate per credit - 8 credits or less	38.00	38.00	—
Supporting Facilities Fee (Full-time)	30.00	30.00	60.00
(Part-time)	6.00	6.00	12.00
Instructional Resources Fee (Full-time)	21.00	21.00	42.00
(Part-time)	10.50	10.50	21.00
Student Health Fee (Full-time)	10.00	10.00	20.00
(Part-time)	4.00	4.00	8.00
Student Activities Fee (Full & Part-time) ...	5.00	5.00	10.00
**Health Insurance			
One Person	105.96	105.96	211.92
Two Persons	197.76	197.76	395.52
Family	264.24	264.24	528.48
Malpractice Insurance Fee	12.50	—	12.50
Dormitory Fee - Single Occupancy	532.50	532.50	1065.00
Double Occupancy	480.50	480.50	961.00
Diploma Fee (Seniors)			15.00
Late Registration Fee	20.00	20.00	
Change Fee	5.00	5.00	

**A \$50.00 nonrefundable deposit is required at the time of the student's acceptance for admission. The amount will be applied to the fall tuition fee.*

***Health Insurance (the University plan or equivalent insurance) is required of all full-time students. Students with equivalent insurance coverage must provide proof of such coverage at registration.*

† Includes Winter Sessions.

Explanation of Fees:

Registration Fee: All students are expected to complete registration, including the filing of class cards and payment of bills, on the regularly scheduled registration days. Those who do not complete registration during the prescribed days must pay a late registration fee of \$20.00.

Students on the Baltimore campus receive registration instructions from the Office of the Registrar.

Tuition—Fixed Charges Fee: helps defray the cost of operating the University's programs.

Instructional Resources Fee: represents a charge for instructional materials and/or laboratory supplies furnished for and to students.

Student Activities Fee: collected by the University and used at the discretion of the various student government associations to provide financial support for recreational, social and professional activities.

Student Health Fee: charged to help defray the cost of providing a Student Health Service. This service includes routine examinations and emergency care. Blue Cross or other acceptable medical insurance is also required.

Supporting Facilities Fee: payable by all students on the University of Maryland at Baltimore campus and is used to support the auxiliary facilities and service provided for the convenience of all students.

Diploma Fee: charged to help defray costs involved with graduation and commencement.

Malpractice Insurance Fee: charged at registration and is applicable to all undergraduate nursing students.

Additional expenses include the purchase of uniforms (approximate cost — \$120.00) and the recommended purchase of a stethoscope at approximately \$25.00.

No diploma, certificate, or transcript will be issued to a student until all financial obligations to the University have been satisfied.

The University reserves the right to make such changes in fees and other changes as may be necessary.

Registration

The initial registration at the School of Nursing must be done in person, and according to registration dates and procedures provided by the UMAB Office of Admissions and Registrations.

Students may preregister for subsequent semesters through the School of Nursing's Office of Admissions and Progressions and pay their bill by mail.

After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Students who are out of course sequence with their classmates must confer with the Director of Admissions and Progressions and develop, if appropriate, an individual progression pattern to be followed.

Students who fail to register during official registration periods must utilize late registration dates published by the Office of Admissions and Registrations and pay a late fee of \$20.00 together with a \$5.00 fee for each change in program. Privileges of the University are available only after registration has been completed.

Records

Transcripts — All financial obligations to the University must be satisfied before a tran-

script of a student's record will be furnished any student or alumnus. There is a charge of \$2.00 for each transcript. Checks should be made payable to the University of Maryland. Transcripts may be obtained by writing to the Office of the Registrar, University of Maryland, 660 West Redwood Street, Baltimore, Maryland 21201.

Review of Records — All records, including academic records from other institutions, become part of the official file and can neither be returned nor duplicated. Provisions are made for students to review their records if they desire. A request to review one's record should be made a week in advance through the Office of Admissions and Progressions.

Financial Aid Overview

Financial aid in the form of grants, loans, and workprograms is awarded to students and is based upon apparent academic ability and financial need. Applicants must complete a financial aid application annually in the spring preceding the academic year for which aid is sought. By completing one application, the applicant will be considered for all types of aid available through the University. Separate applications must be completed to be considered for funding from sources outside the University. Because of limitations in available funds, preference is given to full—time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and non—academic regulations of the University. In the case of new students, applicants must have been accepted for admission to the University before the financial aid application will be awarded.

Priority date for submitting application for the following academic year is February 15. Requests for information about, and applications for, financial aid should be addressed to:

Student Financial Aid
University of Maryland, Baltimore
520 West Lombard Street
Baltimore, Maryland 21201

Sources of Aid for Baccalaureate Students

University Sources

State Grant — Grants for minority and disadvantaged students who are residents of Maryland.

Dean's Scholarship — Grants for minority and disadvantaged students who need not be residents of Maryland.

Nurse Training Act Scholarships and Loans — Scholarships to a maximum of \$2,000 annually and loans to a maximum of \$2,500 annually. Loans are at seven percent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study — Support for students in career related employment both on and off campus during the academic year as well as the summer months.

Supplemental Educational Opportunity Grants — For students demonstrating exceptional need.

Private Endowment and Donations — Donations and bequests have established scholarship and loan accounts each varying in eligibility, amounts, availability, and repayment terms for loans.

Pi Chapter of Sigma Theta Tau — The national honor society for nursing offers a \$300 scholarship to a senior nursing student each year. Eligibility requirements are the same as those established for membership in Sigma Theta Tau. Applications may be obtained from the Office of Student Aid, Baltimore campus. The deadline for application is September 15.

Basic Educational Opportunity Grant — Awards for undergraduate students who have not previously earned a baccalaureate degree; awards, based on financial need, range from \$200 to \$1,800. Applications are available from any financial aid or high school counseling office.

Desegregation Grants — Minority students who are Maryland residents are eligible for these funds. Desegregation grants normally will be used to reduce the amount of loan included in the financial aid award.

Air Force Reserve Officers Training Corps (AFROTC) — Two year nursing scholarships are awarded to applicants accepted into the ROTC program and the upper division nursing program. The scholarship includes books and tuition plus \$100 dollars a month, or approximately \$1,000 a year. Applicants must enroll in the ROTC course at the University of Maryland, College Park, Maryland. See the junior or senior Chairperson about availability of placement on the Washington—based team to reduce commuting problems. For further information, contact Detachment 330, University of Maryland, phone 301—454-3245/42.

Non-University Sources

Maryland State Scholarship Board — Residents of Maryland may apply for aid through each of the following programs:

House of Delegates Scholarships
Senatorial Scholarships
General State Scholarships

Further information may be obtained from the Maryland State Scholarship Board, 2100 Guilford Avenue, Baltimore, Maryland 21218.

Bank Loans — Students may obtain educational loans through private lending institutions such as banks or credit unions. Interest at 7 per cent is deferred until after graduation. As lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduates to borrow up to \$5,000 annually, undergraduates may borrow up to \$2,500 annually. MHELC applications are available in the Student Aid Office.

Student Services

Academic Counseling: The School of Nursing maintains a system of academic counseling that is course related, provided by faculty and faculty teams. Academic counseling that involves the progression of students in the program is provided by the School's Office of Admissions and Academic Progressions. Additionally, there are special counselors who provide academic assistance in test-taking, study skills and the writing of papers. These counselors may be contacted through the Office of Student Development Services at the School of Nursing.

Personal Counseling: Students experiencing personal difficulties may seek assistance through the Office for Student Development Services.

Health Service: Health insurance is required of all full-time nursing students through either the University plan or self procured equivalent coverage. Additionally, a required student health fee makes services available at the Student Health Center during the school year as well as the required physical examinations for students of nursing.

Student Government Association: All undergraduate students are members of the Student Government Association which provides governance as well as activities for students.

Academic Handbook: The school publishes an Academic Handbook for undergraduate students which outlines academic policies applicable to students pursuing the B.S.N. degree.

Living Arrangements — UMAB Campus

Information and applications for living accommodations on the Baltimore campus may be obtained from the Director of Housing, University of Maryland, Baltimore Student Union, 621 W. Lombard Street, Baltimore, Maryland 21201. Because of space limitations, early application is advisable. Male and female students enrolled on the Baltimore campus may arrange for living accommodations in the Baltimore Student Union. Board contracts are not available on the Baltimore campus; meals may be purchased on an individual basis in the Baltimore Student Union or University of Maryland Hospital cafeterias. Off-campus housing information is available through the housing office.

Scholastic and Special Awards for Baccalaureate Graduates

1. *The Edwin and L. M. Zimmerman Award* is given by The Trustees of the Endowment Fund for the University of Maryland School of Nursing to the member of the graduating class who consistently demonstrates a high level of professional nursing practice in caring for patients.
2. *The Frances Arnold Memorial Award* is given by the Women's Auxiliary to the member of the graduating class who has shown the most interest, enthusiasm and proficiency in neurosurgical nursing.



3. *The Award for Excellence in Neurological Nursing* is given by the Department of Neurology in the School of Medicine to the member of the graduating class who excells in neurological nursing.
4. *The Evelyn Lundeen Award for Excellence in Pediatric Premature Care* is given by the Department of Pediatrics in the School of Medicine to the member of the graduating class who excells in premature pediatric care.
5. *The Loretta Ford Award for Excellence in Pediatric Ambulatory Care* is given by the Department of Pediatrics in the School of Medicine to the student in the graduating class who excells in pediatric ambulatory care.
6. *The Flora Hoffman Tarum Memorial Award* is given from the Endowment Fund to a member of the graduating class for leadership, loyalty and school spirit.
7. *The Elizabeth Collins Lee Award* is given from the Endowment Fund to the student having the second highest average in scholarship.
8. *The University of Maryland Alumni Association Award* is given to the graduate with the highest average in scholarship.
9. *The University of Maryland Alumni Association Award* for leadership in a Campus Organization is given to one member of the graduation class.
10. *The R.N. Faculty Award* is given by the R.N. faculty to one R.N. graduating student who is outstanding in professional leadership.

Employment Opportunities upon Graduation

Baccalaureate graduates of the University of Maryland School of Nursing have many career opportunities available to them. Graduates may choose to practice nursing in a hospital or outpatient clinic, an extended care facility, or a variety of community agencies including schools, industries, and physicians' offices. In addition, graduates who have a baccalaureate degree may choose a career in civil service, the military, or the Veteran's Administration. A survey of 1978 graduates showed that 98 percent were employed: nonemployment was the choice of the graduate. Salaries for generic graduates range from \$13,400 to \$14,400. The graduate who earns a baccalaureate degree as a Registered Nurse is usually paid at a higher rate due to prior experience in nursing.

Eligibility for State Licensure

Graduates of the program are eligible for admission to the examination given by the Maryland State Board of Examiners of Nurses (or by any other state board) for licensure to practice nursing. Application is generally submitted prior to the date of graduation. Students interested in applying for admission to the University of Maryland School of Nursing should be aware of Maryland's Nurse Practice Act, Article 43, Section 299 which authorizes the Board to withhold, deny, revoke, suspend or refuse to renew the license of a nurse or applicant for a variety of reasons including conviction of a crime involving moral turpitude if nature of the offense bears directly on the fitness of the person to practice nursing or violation of any provision of the Nurse Practice Act.

Course Descriptions

Baccalaureate Program

Upper Division (Junior-Senior) Curriculum

NURS 310 Pathophysiology and its Pharmacological Implications (4) Spring Semester, junior year. This four—credit lecture, non—laboratory course is designed for students having prerequisite course work in human anatomy and physiology. Disease is presented as an alteration of form, structure or function, often not visible until it affects

organ or organism function. Pharmacological interventions, emphasizing properties, actions, therapeutic uses and adverse effects of drugs upon the system are presented concurrently as diseases are described.

NURS 314 Concepts of Nursing I (9) Fall semester, junior year. The focus of the course is on man as a behavioral system, the concept of health and the role of professional nursing in helping clients maintain and/or promote health. Emphasis is placed on the assessment component of the nursing process. Clinical laboratory experience will be primarily in community—based settings.

NURS 315 Concepts of Nursing II (9) Spring semester, junior year. Prerequisites: NURS 314, NURS 316, NURS 317, NURS 320. A study of adults and children who are experiencing biopsychosocial disruptions which are long-term and relatively stable, with a focus on nursing interventions which assist the clients to move toward optimum level of functioning. The mutual interaction between family and client is explored. Laboratory experience will include inpatient and community-based settings. (If NURS 320 is not taken in the winter session preceding NURS 315, the student must pass a mastery test related to dosage calculations within the first two weeks of the course).

NURS 316 Human Growth and Development (3) Fall semester, junior year. Prerequisites: Sociology, Psychology, Anatomy and Physiology. Concepts from the biological and behavioral sciences are used to give the student a framework from which to view an individual from conception to late adulthood with his unique heredity, rates of growth and development and individual experiences that shape his relations to his world.

NURS 317 Deviations in Human Growth and Development (2) Winter session, junior year. Prerequisite: NURS 316. Knowledge of normal growth and development as requisite, this focuses on deviations in development which are disruptive to optimal growth. Specific deviations include learning disabilities and mental retardation. Provision for clinical application of learning is an integral part of Concepts of Nursing II since students interact with clients exhibiting deviations in their developmental patterns.

***NURS 318 Special Topics—Electives in Health Related Courses (3)** Fall semester, junior year. Designed to provide course offerings in current health—related topics which include Communication Skills in Health Education, Nutrition for Health Personnel, Sex Education, Death Education, and Principles of Cross—Cultural Nursing.

NURS 320 Introduction to the Administration of Medications and Basic Life Support (1) Junior year, winter session. Prerequisite: NURS 314. An introduction to the theory and practice of medication administration and basic life support. Professional and legal responsibilities as well as various modes of medication administration will be explored. Participant—observer experiences will be provided.

NURS 321 Introduction to Organizational Behavior (3) Fall, spring semesters, junior year. This course focuses on the social and psychological processes of organization in modern society. The course provides a foundation which contributes to the student's ability to demonstrate responsible organizational behavior in meeting professional goals within health care agencies.

NURS 322 Nursing in Society (3) Fall, spring semester, senior year. This course provides an opportunity for students to study the multiple factors which have contributed to the emergence of professional nursing. The profession is studied in relation to and as an integral part of the changes in our society. Significant issues confronting the profession are identified. Upon completion of this course the student should demonstrate a better understanding of the profession of nursing in its present state of growth, an awareness of its potential and direction, and cognizance of each nurse's own responsibility in its development.

NURS 324 Concepts of Nursing III A (9) Fall, spring semester, senior year. Prerequisites: NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing biopsychosocial disruptions who are hospitalized and experiencing

more intense stress states. All components of the nursing process are utilized with the client. Community data are viewed as inputs to the family system. Organizational and group behaviors are related to the health team in inpatient settings.

NURS 325 Concepts of Nursing III B(9) Fall, spring semester, senior year. Prerequisites: NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing biopsychosocial disruptions with emphasis on clients experiencing varying stress states who are maintained through ambulatory services and community—based agencies. All components of the nursing process are utilized. Student interventions include the assessment of the family and intervention with one or more family members. Organization and group behaviors are applied in peer group experience with nursing students.

NURS 326 Clinical Nursing Elective (3) Senior year. Prerequisites: NURS 324, NURS 325, NURS 334, or NURS 335. Designed to offer the student an opportunity to select and study an area of particular interest in clinical nursing. Distributive and episodic nursing practice settings serve as clinical laboratories for learning. Senior students may elect to take NURS 326 off—campus under faculty mentorship.

NURS 334 Concepts of Nursing IV A (9) Fall semester, senior year. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups and his environment. Emphasis will be placed on the application of concepts of systems theory, health, stress, communication, family and group theory to nursing process. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 335 Concepts of Nursing IV B (9) Spring semester, senior year. Prerequisites: NURS 321, NURS 334, NURS 410. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups, and his environment. Emphasis will be placed on the application of concepts of crisis, decision making, planned change, teaching/ learning, family and community. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 348 Electives, Workshops, Seminars, and Institutes (1—6) Designed to provide participation in workshops, institutes and seminars in various aspects of nursing. Faculty reserve the right to place a limit on the number of credits a student may take in workshops, institutes and seminar study.

NURS 410 Survey of Research and Statistics (3) Prerequisite NURS 314, 315 or by permission of instructor. Fall, spring semester, senior year. In the context of the total research process, the basic elements of research, including defining the research question, literature search, sampling research design, measurement and data gathering, statistical analysis, and interpretation of results are presented and their interdependence stressed. Inferential statistics include chi square, ordinal data methods, correlation, multiple regression, t test, f test, analysis of variance (one way and factorial), and analysis of covariance. Application and interpretation rather than theory or mathematical derivation are emphasized. Evaluation of measurement tools in terms of item analysis, reliability, and validity is presented. Student research teams critique a research project report in the literature and develop a research proposal which includes a pilot test of the proposed study. Prerequisite: senior standing or consent of instructor.

***NURS 418 Special Topics—Electives in Health—Related Courses (3)** Fall, spring semester, senior year. Designed to provide course offerings in current health-related topics which include: Issues in Health Services Organizations, Alcohol and Drug Abuse, Community Nutrition, Intimate Behavior, and Law and Health. An independent study component is part of the design for each offering. Students also have the opportunity to elect independent study for three credits under the direction of a faculty member.

**A limit of three credits in a NURS 318 offering and in a NURS 418 offering is acceptable toward the total of 120 credit matriculation for completion of degree requirements.*

GRADUATE PROGRAMS

Master of Science Degree
Doctor of Philosophy Degree



Master of Science Degree Areas of Concentration (Majors)

Clinical

Child Psychiatric Nursing
Community Health Nursing
General Psychiatric Nursing
Gerontological Nursing
Maternal and Child Health Nursing
Medical-Surgical Nursing
Primary Care Nursing (Adult and Pediatric)

Role

Administration of Nursing Education
Administration of Nursing Service
Teaching of Nursing—Associate Degree Programs
Teaching of Nursing—Baccalaureate Degree Programs
Teaching of Nursing—Staff Development
Nursing Health Policy

Doctor of Philosophy Degree Areas of Concentration

Direct Nursing Indirect Nursing

Overview

The master's and doctoral degree programs for nurses at the University of Maryland are the only graduate programs in the state. Approximately 125 masters degrees are awarded each year thus making it one of the largest programs in the nation. While the programs are offered in the School of Nursing, they are part of the Graduate School of the University of Maryland at Baltimore; therefore, are subject to the requirements of both schools. The master's degree curriculum has undergone substantive revision with the new curriculum fully implemented in the fall semester, 1976. The program is three semesters and a minimester in length except for Primary Care Nursing which is four semesters and Gerontological Nursing which is three semesters and one summer session.

Congruent with the changing needs of society, the master's degree offers a number of specialty options to students. Students are required to develop competence in a specialized clinical area, and opportunity is provided to concentrate (major) in either the clinical or the role area depending on specific career goals and previous preparation. The student's secondary interest (minor) is selected in the opposite area so that every graduate is prepared in both a clinical and a role area.

The doctoral program in nursing is designed to meet the educational needs of nurses who have developed specialized clinical expertise at the master's level and are committed to playing a leadership role in the discovery and refinement of nursing knowledge through research. The curriculum includes a core of required courses which address the theoretical and empirical bases for nursing and the techniques of theory building and research. The program is designed with sufficient flexibility to allow students to pursue in depth their individual research interests and career goals within a research-oriented milieu.

Students specialize in either the direct or the indirect sphere of nursing. Those specializing in direct nursing focus on study of the health needs of clients/patients and of nursing action provided directly to clients in a variety of settings. Those specializing in the indirect nursing focus on the study of nursing systems and educational and administrative nursing action which facilitates and supports clinical nursing practice.

Graduate education fosters the responsibility, creativity, and self-direction which characterize professional commitment and enhances a continuing desire to learn and grow. The graduate student is viewed as a partner in the teacher-learner dyad; receives stimulation and support for scholarly pursuits; is given the freedom to think and try out new ideas;

and has the opportunity to apply knowledge and develop new skills. The opportunity to articulate beliefs, ideas and formulations is gained through interaction with faculty and other members of the academic community.

Refer to the General Information and Resources section of this bulletin for additional information.

Elaboration of the Philosophy: Graduate Program

The graduate program of the School of Nursing derives its purposes directly from the underlying philosophy which is shared by the faculty. Tenets of the philosophy held by graduate faculty of the School of Nursing provide a foundation for the conceptual framework upon which the master's degree curriculum is based. This conceptual framework analyzes the unit (the individual, family or community) in terms of three interrelated expressions of health—physical, cognitive and personal. The physical expression refers to the unit's structural and functional endowment and integrity. The cognitive expression addresses the capacity of the individual to receive, to perceive and to organize information. The personal expression is concerned with the affective relationships of the unit. The relationships between the expressions are complex and vary at different points in time. The expressions lend themselves to assessment, quantification and regulation. The intervention phase of the nursing process depends on the relationships between and the pattern of the expressions of health. Evaluation of nursing intervention is achieved through examination of the resulting state of health of the unit.

The doctoral program at the University of Maryland is based on the belief that nursing has a distinct body of knowledge which can and must be extended, verified and revised using the methods of scholarly inquiry. Nursing knowledge, while distinct, is not isolated or exclusive. It involves the selection, integration and expansion of knowledge from nursing and other disciplines and the application of this knowledge to the understanding of health and illness and to the analysis and improvement of nursing practice. Nursing knowledge is derived from and guides nursing practice, which encompasses two interrelated spheres of activity: direct service to clients/patients and indirect action carried out in educational and clinical settings which support direct nursing care. Knowledge encompassing both spheres and their interrelatedness must be extended and tested, in order to effect improvement in nursing practice.

Graduate education in nursing is built upon and extends a knowledge base acquired in a baccalaureate degree program in nursing and is derived from the humanities and the physical, biological and behavioral sciences. Each student brings to graduate education a unique combination of experience and capabilities, and the learning environment facilitates the establishment and attainment of professional objectives throughout the educational experience. The dynamic interchange between faculty and students results in a commitment to and involvement in the development of nursing knowledge and the refinement of nursing theory. Recognizing that the growth process in the student is continuous and that the health needs of society change, the graduate program is flexible and dynamic.



Purposes and Objectives of the Graduate Programs

Master's Degree Program

The program objectives are formulated on the assumption that graduate education builds upon undergraduate education. Graduate education is an intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing. Graduate education provides further opportunity for the student to think conceptually and to apply theory and research to practice.

The purposes of the master's degree program are to prepare nurses:

1. with expertise in a clinical field of nursing;
2. to function in one of the following areas: administration, education, clinical specialization;
3. for leadership roles;
4. for entry into doctoral study.

The objectives of the master's degree program are to prepare graduates who:

1. utilize a nursing theoretical framework as a basis for professional nursing practice;
2. generate innovative nursing actions based on theories in nursing and related fields and evaluate nursing actions of self and others;
3. incorporate organizational theories and learning theories in the practice of one of the following roles: administration, education, clinical specialization;
4. collaborate with health care providers and consumers to achieve shared health care goals;
5. use theory in nursing and related fields and observations in practice to generate hypotheses and conduct nursing research studies;
6. analyze factors influencing the health care system and devise strategies for improving delivery of health care.

In addition to the knowledge and practice components of the objectives listed above, it is recognized that the behavior of graduates should reflect an internally consistent value system. It is expected that graduates will value scientific inquiry as a basis for professional practice and will seek to increase their contributions to the nursing profession.

Doctoral Degree Program

The purpose of the Ph.D. program in nursing is to prepare scholars and researchers who will advance nursing science, thereby making more effective the practice of nursing, and who will provide innovative leadership to the profession. The program will prepare graduates who:

- 1) Construct, test and evaluate conceptual models and nursing theories which reflect synthesis, reorganization and expansion of knowledge from nursing and related disciplines;
- 2) Evaluate and apply appropriate research designs, measures and statistics to the study of nursing phenomena;
- 3) Conceptualize practice phenomena from the perspective of nursing frameworks and theory;
- 4) Design, conduct and communicate research relevant to nursing practice;
- 5) Facilitate the incorporation of new knowledge into nursing practice;
- 6) Initiate, facilitate and participate in collaborative endeavors related to the theoretical, conceptual and practical aspects of health care with clients, nurses and scholars from related disciplines.

Curriculum: Master of Science Degree

The nursing program leading to a Master of Science degree is three semesters and a mini-semester in length and requires the completion of 41-45 credits. The two exceptions are the Primary Care Nursing specialties requiring 54 credits and four semesters.

Starting on the first day of matriculation, a time limit of a maximum of five years is allowed for the completion of graduate degree requirements. This applies to part-time and full-time students.

Areas of Concentration

Each student selects a clinical practice area and a functional role area. The student then chooses either one of these as the area of concentration (major).

The student selects one area of concentration (major) from the following:

- Administration
- Child Psychiatric Nursing
- Community Health Nursing
- Education
- General Psychiatric Nursing
- Gerontological Nursing
- Maternal and Child Health Nursing (Nursing of Children or Maternal-Infant Nursing)
- Medical-Surgical Nursing
- Nursing Health Policy
- Primary Care Nursing (Adult or Pediatric)

For those choosing to major in administration, education or nursing health policy, a clinical practice area must also be selected from one of the following:

- Community Health Nursing
- Maternal and Child Health Nursing
- Medical-Surgical Nursing
- Psychiatric Nursing or Child Psychiatric Nursing

In addition, all students select a functional role track from one of the following:

- Administration of Nursing Service
- Administration of Nursing Education
- Teaching in Associate Degree Program
- Teaching in Baccalaureate Degree Program
- Teaching in Staff Development
- Clinical Nurse Specialization
- Nursing Health Policy

Curriculum Design

In summary, the curriculum design contains the following components:

1. Core courses required of all graduate students regardless of the area of concentration.
2. Clinical courses required of students in their chosen clinical area (i.e., Community Health, Gerontological, Psychiatric, Child Psychiatric, Medical-Surgical, Maternal and Child or Primary Care Nursing). All students take a designated number of these courses regardless of whether their area of concentration is in clinical practice or role specialization.
3. Functional role track courses required of students in their chosen functional role (i.e., Administration in Nursing Service, Administration in Nursing Education, Teaching in A.D. Program, Teaching in B.S. Program, Teaching in Staff Development, Clinical Nurse Specialization and Nursing Health Policy). All students take a designated number of these courses regardless of their area of concentration.
4. Research courses required of all graduate nursing students.
5. Support courses vary according to the student's area of concentration. These might include non-nursing courses.

Summary of Design

General Plan:		Primary Care Nursing:	
Core	10 credits	Core	10 credits
Clinical	6 credits	Clinical	15 credits
Role	6 credits	Role	6 credits
Support	8-12 credits	Support	9 credits
Research	5 credits	Research	5 credits
Thesis/Electives	<u>6 credits</u>	Thesis/Electives	<u>6 credits</u>
Total 41-45 credits		Elective-Role Prerequisite ..	<u>3 credits</u>
		Total 54 credits	

Gerontological Nursing:	
Core	10 credits
Clinical	6 credits
Role	6 credits
Support	11-12 credits (includes 6 credits for second clinical area)
Research	5 credits
Thesis/Electives	<u>6 credits</u>
Total 44-45 credits	

Thesis/Non-Thesis Option

A student may elect either a thesis or a non-thesis option, depending on the nature of the problem she/he wishes to investigate and her/his career goals; six credits are earned for either option. In addition, all students must successfully pass a written comprehensive examination.

- Thesis: Under the guidance of a committee, the student designs, implements evaluates and orally defends a research project.
- Non-Thesis: Under the guidance of the adviser, the student takes six credits of electives and submits one scholarly seminar paper.

Curriculum: Doctor of Philosophy Degree

The program of study leading to the Doctor of Philosophy degree includes a minimum of 60 semester credits beyond the master's degree. The curriculum design includes a required core of nursing courses which incorporate study of Man, study of nursing action, study of the environments in which nursing is practiced and study of the principles and methods of scientific inquiry. Throughout the required core courses an integrative focus is maintained whereby theoretical and methodological approaches of the biophysical and behavioral-social sciences are selectively applied from the perspective of nursing.

Within the core courses opportunity is provided for students to build upon their educational and experiential backgrounds through a variety of individually selected learning experiences. Elective courses provide additional flexibility to plan a course of study supportive to individual research interests and career goals.

The program design allows students to specialize in either the direct or the indirect sphere of nursing. Depth of knowledge in the specialty area is developed through required course work and related clinical laboratory experience, selection of supportive electives, independent study and the dissertation research.

The program design incorporates four major components, totalling 60 credits, as detailed below.

Nursing Theory

14 credits

This component addresses the theoretical basis for nursing practice and the analysis and development of nursing theory. Included are the study and development of key concepts in nursing, the selection and integration of knowledge from nursing and other disciplines, and the study of techniques for constructing nursing theory using both inductive and deductive approaches. A highly individualized clinical laboratory experience provides the opportunity to pursue theoretical aspects of specialized areas of nursing selected by the student.

Research and Statistics

16 credits

This component addresses the techniques of measurement, design, advanced data analysis and evaluation essential to the conduct of nursing research. Students apply these techniques in developing measurement tools and conducting research projects specific to their own interests. Opportunity is provided for each student to work closely with a faculty member engaged in an ongoing research project.

Elective Courses

18 credits

This component allows each student to pursue an individualized plan of study supportive to his/her research interests and career goals. A portion of the elective courses are chosen from basic sciences which contribute to the development of nursing knowledge through their theoretical and methodological approaches.

Dissertation Research

12 credits

Each student must complete an independent original research project to be communicated in a written dissertation. The research must address questions of significance to the discipline of nursing.

Summary of Design:

Nursing Theory (required core courses)	14 credits
Nursing research & statistics (required core courses)	16 credits
Electives	18 credits
Dissertation Research	<u>12 credits</u>
Total	60 credits

In addition to the course requirements, each student must successfully complete the preliminary, comprehensive and final oral examinations. The written *preliminary examination*, which is taken upon completion of two semesters of full-time study (or the equivalent), tests knowledge in the areas of general nursing theory, analysis and construction of nursing theory, measurement, research design and statistics. The *comprehensive examination* is taken upon completion of all required nursing courses and a minimum of 42 credit hours of course work. The examination has written and oral components and is an integrative experience which allows evaluation of the student's mastery of the chosen area of specialization and of advanced nursing theory and research. The final oral examination is an oral defense of the completed dissertation.

In accord with Graduate School policy, the student must be admitted to candidacy for the degree of Doctor of Philosophy at least one year prior to graduation. The student may apply for admission to candidacy for the doctoral degree following successful completion (with a grade point average of 3.0 or above) of at least 42 credits of course work, including all required courses; and successful completion of preliminary and comprehensive examinations.

Resources

Over 60 community and health care agencies cooperate with the program in providing sites for clinical and role practicum experiences and for the conduct of research. In some instances, faculty have joint appointments with the School and the agency.

Additional resources are available through the offerings of other schools of the health professions. Non-nursing courses also may be taken on the College Park campus, at the University of Maryland Baltimore County (UMBC) campus or through University College on the Baltimore campus.

In addition to the Health Sciences Library, the students have access to the Enoch Pratt Free Library of Baltimore, the Library of Congress in Washington, and the National Library of Medicine in Bethesda, Maryland. (See General Information, Instructional Facilities and Resources Section: Instructional Media Center and the Center for Research and Evaluation.)

Admission

Admission to graduate study at the University of Maryland is the exclusive responsibility of the Graduate School and the Dean for Graduate Studies and Research. Applications to the graduate program in nursing are reviewed by faculty in the student's area of concentration and by the School of Nursing Graduate Committee on Admissions, Progression and Graduation. Recommendations for acceptance are then made by the Committee to the Dean for Graduate Studies and Research.

Any student who wishes to attend the School of Nursing must apply for admission, submit required credentials, and be accepted for matriculation. Consideration is given to academic work completed in other schools. Personal references are required.

After an applicant has been accepted, a faculty adviser is assigned. The adviser and the student plan a program of study leading to the degree. Course credits are officially accepted for the degree only after the student has matriculated in the School of Nursing.

Senior students in their final semester of work toward a bachelor's degree may be offered provisional admission to the master's degree program pending the receipt of a supplementary transcript recording the satisfactory completion of undergraduate course work and the awarding of the degree. Likewise students in the final semester of a master's degree program may be offered provisional admission to the doctoral program pending receipt of final transcripts indicating completion of the degree. Completed records of all previous work must be received within three months following the completion of such study and the awarding of the degree.

The student must matriculate within 12 months after notification of admission acceptance. If the student does not acknowledge the acceptance, a new application must be submitted for future enrollment.

Admission Requirements

The student's previous academic work, personal qualifications and professional experience are evaluated to determine if prerequisites have been met. Prerequisite courses do not carry credit toward the master's degree.

For admission, the applicant must meet the requirements of both the Graduate School and the nursing program. The nursing program requirements for the *master's degree program* are:

1. a baccalaureate degree with an upper division nursing major from an NLN accredited program;
2. satisfactory completion of a course in elementary statistics;
3. a photocopy of current licensure for the practice of nursing in one state;
4. official scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test (allow 6-8 weeks for receipt of test scores);
5. undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.75 and 3.0, provisional acceptance may be considered if the candidate demonstrates graduate study potential by other means;
6. evidence of personal and professional qualifications from three professional individuals familiar with applicant's academic ability, work experience, professional nurs-

ing contributions and potential to achieve in Graduate School. Suggested sources for recommendations include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses:

7. personal interviews are required for Primary Care Nursing and are encouraged by all specialty areas;
8. two years of full-time clinical experience are required for Primary Care; one year of full-time clinical experience is required for Community Health as a secondary area of concentration, one year of experience in a maternity or pediatric setting is required for Maternal and Child Health Nursing, and one year of clinical experience in a psychiatric setting is required for Psychiatric Nursing.
9. one year of full-time clinical experience is required for students wishing to major in the administrative or teaching area. (Applicants with somewhat less experience may be accepted as part-time students if full-time work experience is being pursued.)

The Nursing Program requirements for the *Doctoral Degree Program* are:

1. A master's degree with a major in nursing from a program accredited by the National League for Nursing (or the equivalent);
2. At least one graduate-level course in research and inferential statistics (minimum 3 semester credits);
3. A cumulative grade point average of 3.0 on a 4.0 scale for all previous course work (all baccalaureate, master's and subsequent course work);
4. Satisfactory scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test;
5. License to practice professional nursing in at least one state (or in a foreign country);
6. Evidence of personal and professional qualifications from at least three professionals familiar with the applicant's ability, work experience, contributions to nursing and potential to succeed in the doctoral program; and
7. A personal interview.

It is highly recommended that prior to matriculation in the doctoral program the applicant will have completed graduate-level courses in organizational theory and analysis of the health care system and will have completed one research study (master's thesis or other individual or group research project). Post-baccalaureate work experience as a Registered Nurse would enhance progression through the program of study.

A limited number of students will be admitted to the program each year; therefore, admission will be highly selective.



A written offer of admission from the Graduate School will be sent to an applicant who meets all admission requirements. The offer will specify the time of entrance which will normally coincide with the requested starting time. Upon acceptance by the Graduate School, the applicant should reconfirm enrollment intentions by writing to the Nursing Program. If the applicant is unable to enroll at the expected date, a written request for a postponement of the admission date is made through the School of Nursing. If these arrangements are not made within one year of anticipated enrollment date, the offer of admission lapses, and a new application and fee must be submitted to be reconsidered for admission.

The offer of admission may be used as a permit to register for courses. Permanent identification as a graduate student will be issued at the time of first registration.

Admission Procedure

The admission forms should be obtained from the Office of Graduate Studies and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, MD 21201.

1. An application fee of \$15.00 must accompany the application for admission. This fee is not refundable under any circumstance, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.
2. The following materials should be returned directly to the Office of Graduate Studies and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, MD 21201:
 - a. two copies of the application for admission to the Graduate School;
 - b. application fee;
 - c. two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required;
 - d. letters of reference from three professionals who know the candidate's qualifications;
 - e. official record of the results of:
 - the Miller Analogies Test (test available through testing services of most colleges and universities);
 - the Aptitude Portion of the Graduate Record Examinations (Applicants should write to the Graduate Record Examinations, Educational Testing Services, Princeton, NJ 08540 for details).
3. Applications and supporting documents for the Master's Degree Program must be received by July 1 for the fall semester, December 1 for the winter session and the spring semester, and May 15 for the summer session.
4. Applications for admission to the Doctoral Program are reviewed twice a year. Applications and supporting documents (including GRE scores MAT scores references and transcripts) for the doctoral program must be received by November 1 for the fall semester review and by March 1 for the spring review.

Admission Status

Applicants are offered admission status in the graduate program according to the following categories:

1. Unconditional Admission: applicant meets all requirements;
2. Provisional Admission: applicant does not meet all requirements for unconditional admission but who in the opinion of the Graduate School and the Graduate Program Admissions Committee demonstrates potential for graduate study. To qualify for continued enrollment the student admitted provisionally must achieve a B grade or above in every course during the first semester of full time study (the first 12 credits for part-time students). Unconditional status will be granted upon attainment of a B grade or better in every course in the first semester of full-time study (minimum of 9 credits) or in the first 12 credits of part-time study;

3. Incomplete Admission: applicants for who information is incomplete;
4. Nondegree Graduate Status: applicant may enroll on a "course work only" basis for a specified period of time if the applicant's record meets Graduate School standards.

Admission is granted by the Dean for Graduate Studies and Research and is confirmed by enrollment in the term for which admission is approved.

Part-time Study

Students eligible for admission but who are able to devote only a portion of their time to graduate study are subject to the same privileges and matriculation requirements as full-time students. Part-time students are urged to assume responsibility for program planning with an adviser. In the doctoral program, part-time study is available; however, full-time enrollment at the University of Maryland is required during two consecutive semesters.

A graduate student who is in good standing at another institution may apply to enroll for a single course or summer session (see Categories of Admission in the Graduate School Bulletin).

Foreign Students

Students from foreign countries who show evidence of education equivalent to a baccalaureate degree in nursing are considered for admission to the Master's Degree Program. Likewise those with the education equivalent of a Master's Degree in Nursing may be eligible for admission to the Doctoral Degree Program. All applicants who are not citizens of the United States are classified as foreign students for admission purposes (see the Graduate School Bulletin for further information).

Record Maintenance and Disposition

All records, including academic records from other institutions, become the official file and can neither be returned nor duplicated without the student's prior consent. Provisions are made for students to review their records if they desire.

Admission credentials and application data are retained for one year only. This regulation pertains to applicants who: did not register for courses at the period for which they had been admitted; did not respond to a departmental request for additional information; did not respond to requests for additional transcripts or test results; or were disapproved for admission.

Student Advisement

Upon admission to the graduate program each student is assigned an academic adviser from the major area of concentration. The student is also assigned an adviser in the secondary area of interest. The adviser assignments are subject to change as additional interests of the student are determined or upon request of the adviser or advisee. The adviser is available for academic counseling and guides the student in a plan of study, determination of research interests, and selection of thesis/dissertation chairman or readers for the seminar paper (for master's students).

A nondegree student is assigned an adviser at the time of acceptance. An official record of courses is kept for all nondegree students. If a student subsequently wishes to enter the degree program, reapplication is necessary. While consideration may be given at a later date to the application of credits earned toward a degree program while in this status, there is no assurance that such requests will be granted. If granted, a maximum of six credits may be transferred.

Plan of Study

A Plan of Study form for all graduate degree students (which outlines the student's expected progression through the degree requirements) must be filled out by the student and the faculty adviser. One copy of this Plan of Study must be filed with the Graduate Office

by the beginning of the second semester of study for masters or third semester of study for doctoral students. A second copy of the Plan of Study remains in the student's Nursing Program file. Any major alteration of the plan necessitates the refiling of an amended plan. It is suggested that students retain a copy of this plan for their own files.

The entire course of study constitutes a unified program approved by the student's major adviser and by the Graduate School. Faculty in each department provide individualized guidance in the selection of courses based upon guidelines and policies approved by the Nursing Program and the Graduate School. Considerable flexibility is possible within a student's area of interest and specific career goals.

Statute of Limitations

Starting on the first day of matriculation, a time limit of a maximum five years is allowed for the completion of master's degree requirements. This applies to part-time and full-time students.

For doctoral students, a student must be admitted to candidacy for the doctoral degree within five years after admission to the doctoral program and at least one academic year before the date on which the degree is to be conferred. The student must complete all program requirements within four years following admission to candidacy.

Registration

Registration is conducted by the Office of Admissions and Registrations, UMAB campus. The student receives detailed instructions concerning dates and registration procedures. Each matriculated student in the School of Nursing must obtain official approval from an adviser for all courses in which enrollment is sought outside the School of Nursing. Credit is granted only if such courses have had prior approval and are successfully completed. Students must file a list of these courses with the registrar on a registration card signed by the adviser. Graduate students are not permitted to enroll for courses on a pass/fail basis.

Students admitted to the Graduate School pay tuition fees whether or not the credit will be used to satisfy program requirements. Graduate credit will not be given unless the student has been admitted to the Graduate School. The admission of a new student is validated when he registers for and completes at least one course during the semester for which entrance was authorized.

Every student must register during the official registration period. Students failing to register during these periods will be subject to late registration fees and must have the consent of their adviser, the course instructor, the Graduate School, and the registrar.

Late Registration Fee	\$20.00
Change Fee charged for each change in program	5.00

Students must be registered for at least one credit in the semester in which they wish to graduate.

After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Registration is completed with the payment of the required fees. Privileges of the University are available only after registration has been completed.

Graduate Unit System

In order to accurately reflect the involvement of graduate students in their programs of study and research, and the use of University resources in those programs, the graduate councils use the graduate unit system in making calculations to determine full or part-time graduate student status, in the administration of minimum registration requirements described below, and in responding to student requests for certification of full-time status.

The number of graduate units per semester credit hour is calculated in the following manner:

Courses in the 001-399 series carry 2 units/credit hour.

Courses in the 400-499 series carry 4 units/credit hour.

Courses in the 500-599 series carry 5 units/credit hour.

Courses in the 600-798 and 800-898 series carry 6 units/credit hour.

Master's thesis research (799) carries 12 units/credit hour.

Doctoral dissertation research (899) carries 18 units/credit hour.

To be certified a full-time student, a graduate student must be officially registered for a combination of courses equivalent to 48 units per semester. A graduate assistant holding a regular appointment is a full-time student if registered for 24 units in addition to the service appointment.

Any graduate student making any demand upon the academic or support services of the University, whether taking regular lecture, seminar or independent study courses, using University libraries, laboratories, computer facilities, office space, consulting with faculty advisers or taking comprehensive or final oral examinations, must register for the number of graduate units which, in the judgment of the faculty adviser, accurately reflect the student's involvement in graduate study and use of University resources.

Scholastic Requirements

It is the responsibility of each student to remain informed of and adhere to all Graduate School, Nursing Program and University regulations and requirements. Additional policies and procedures are found in the UMAB Graduate School catalogue, the Nursing Program Faculty Advisor/Student Handbook and in Important Dates for Advisors and Students issued each year by the Graduate School.

The Graduate School requires that all students achieve a B or 3.0 GPA by the end of the third semester of study. No grade below a C is acceptable toward the graduate degree. The Master's Degree Nursing Program requires that a student receive a B or higher in the core and required nursing courses in her/his area of concentration. Any course with a grade below B in the area of concentration must be repeated.

Since graduate students must maintain an overall B average, every credit hour of C in course work must be balanced by a credit hour of A. A course in which a grade of less than B is received may be repeated. The grade on the repeated course whether it is higher or lower than the original grade replaces the original grade. Courses in the degree program which are completed with a D or F must be repeated. Grades earned for thesis or dissertation research are not included in the computation of the GPA.

Grades from courses which are transferred in for degree credit from other schools and/or previous study are also not included in the computation of the GPA.

Transfer Credits

A maximum of six credits of acceptable graduate level course work may be applied toward the master's degree as transfer credits from another school or from the course work only status. In the doctoral program transfer credits are individually assessed to determine relevance to the student's program of study; a variable number of credits is permissible. Permission must be given by the major adviser and the Graduate School before any credits are transferred. In order to be eligible for transfer, the transfer course must have been taken within the statute of limitations for the degree and may not have been used to satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the final grade point average (GPA).

Credit by Examination

A graduate student may receive credit-by-examination only for a course which he is otherwise eligible to receive graduate degree credit. In the master's program a maximum of six credits is possible through credit-by-examination; nine credits can be accepted in the Primary Care Nursing program. A graduate student seeking to utilize this option must obtain the consent of the adviser and of the instructor currently responsible for the course. The Graduate School maintains a list of courses for which examinations are available or will be prepared. A fee is paid upon application for the examination and is not refundable regardless of whether or not the student completes the examination. The grade(s) received for course(s) accepted through credit-by-examination is (are) computed in the grade point average.

Withdrawal from a Course

A withdrawal is noted on the student's transcript by a WD. In cases of excessive absences from courses an F is given unless the student officially withdraws from a course. The semester credits for the F grade are computed in the grade point average.

Incomplete Course Work

A grade of I (Incomplete) is given if course work is not completed because of illness or other reasons satisfactory to the instructor. In calculating the GPA, I=0; therefore a grade of I constitutes a penalty until the I grade is removed. The work must be completed and the I grade must be converted to a letter grade by the end of the next semester (exceptions include courses numbered 799 or 899 or special problems courses requiring two or more semesters of work before a grade can be determined). If the course requirements are not completed the I grade can be changed by the instructor to a grade appropriate to a computation without the missing work. A course with an incomplete grade should not be repeated. Students with provisional admission or on academic probation may not register for additional course work until the I grade is removed.

Academic Progress—Unsatisfactory Achievement

At the end of each semester, the record of every student is reviewed by the Nursing Program's committee on progression. A student's registration in the graduate program may be discontinued at any time if work or progress is deemed unsatisfactory.

Provisional Admission: Any student admitted provisionally will be granted unconditional status when the provision(s) have been satisfied. The Graduate School will be responsible for notifying the department if a student fails to meet the provisions of admission. The Graduate School will dismiss those provisional students who fail to meet the provisions.

Academic Jeopardy—Unconditional Admission: Unconditionally admitted full-time students who have not maintained a "B" average during the first semester (9 credits) are to be placed on probation and will be dismissed if "B" minimum grades in every course (9 credits) are not achieved during the next semester. Unconditionally admitted part-time students who have not maintained a "B" average for the first 12 credits are to be placed on probation and must achieve "B" minimum grades in every course during the next 12 credit hours or they too will be dismissed. If the semester's grade point average is below 2.7 the student will be requested to withdraw.

Academic Progress at the End of the Third Semester: A cumulative GPA of 3.0 must be attained by all graduate students (M.S. and Ph.D. students) by the end of the third semester and thereafter. Failure to achieve and maintain the forenoted average will result in dismissal from the program. In addition, a satisfactory level of research performance as determined by the research advisor and Research Committee must be maintained or a dismissal from the program could result.

Failure of Comprehensive Examinations in Master's Degree Program: A master's student who fails one or more questions on the comprehensive examination may schedule a retake examination. If a student should have a second failure of an examination question(s), ad-

ditional course work will be required as recommended by the student's advisor. Failure on the second retake will result in dismissal of the student.

Additional Doctoral Program Requirements: A student will be asked to withdraw from the doctoral program upon recommendation of the Doctoral Program Committee if any of the following events occurs.

- a. Failure to maintain a cumulative GPA of 3.0 (as specified above).
- b. Failure on preliminary examination at second attempt.
- c. Failure on comprehensive examination at second attempt.
- d. Failure to be admitted to candidacy within five years of admission into the program.
- e. Failure to complete degree requirements within four years following admission to candidacy.
- f. Failure to demonstrate a satisfactory level of research performance as determined by the Research Advisor and Dissertation Advisory Committee.
- g. Failure to maintain continuous registration.

Withdrawal, Suspension, Dismissal

A "Graduate School Program Withdrawal Form" must be completed and submitted when a student officially withdraws from the graduate program. An application for withdrawal bearing the proper signatures must be filed in the Office of the Registrar. If a student leaves the University prior to the conclusion of a semester or session, the date used in computing a refund is the date the application for withdrawal is filed in the registrar's office. A student who withdraws during the semester and does not file an application for withdrawal with the registrar will receive marks of failure in all courses and will forfeit the right to any refund.

The faculty adviser and graduate student share the responsibility for the student's progress. Students are expected to comply with rules and procedures of the Graduate School as well as with specific requirements established by individual departments. In fulfilling this responsibility the student should seek the advice of a faculty adviser, department chairperson, and/or the administrative officers of the School of Nursing and the staff of the Dean for Graduate Studies.

Procedures are established to protect the institution's integrity and the individual student's interests and welfare. The University of Maryland, through its various faculties and appropriate committees, reserves the discretionary right to suspend any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, accepted standards of practice in a clinical agency, or satisfactory standard of health.

When the actions of a student are judged by competent authority using established procedure to be detrimental to the interests of the university community, that person may be required to withdraw from the University.

Graduation

Requirements for graduation from the master's degree program include: completion of the planned program within a five-year period, achieving a cumulative grade point average of B or 3.0, and completion of a minimum of one year of full-time study or its equivalent. Requirements for graduation from the doctoral program include: completion of the planned program within a nine-year period (a maximum of five years between matriculation and admission to candidacy and a maximum of four years following admission to candidacy); admission to candidacy for the doctoral degree; achieving a cumulative GPA of at least 3.0; successful completion of preliminary, comprehensive and final oral examinations, completion of a satisfactory dissertation, completion of a minimum of two consecutive semesters of full-time study.

The student must be registered for at least one credit in the semester in which she/he wishes to graduate.

Application for the diploma must be filed with the Office of the Registrar within the first three weeks of the semester in which the candidate expects to obtain a degree except during the summer session. During the summer session, the application must be filed in the Office of the Registrar during the first week of classes.

If, for any reason, a student does not graduate at the end of the semester in which he applies for the diploma, he must reapply for it in the semester in which he expects to graduate.

Fees and Expenses

Matriculation (new student)	\$ 15.00
Tuition per credit (in-state)	55.00
Tuition per credit (out-of-state)	100.00
Supporting Facilities Fee (full-time) per semester	30.00
Supporting Facilities Fee (part-time)per semester	6.00
Student Health Fee (full-time) per semester	10.00
Student Health Fee (part-time) per semester	4.00
Health Insurance (Blue Cross)	
One Person	106.68
Two Persons	205.44
Family	274.68
Instructional Resources Fee (full-time) per semester	16.00
Instructional Resources Fee (part-time) per semester	8.00
Student Activity Fee (\$7.00 per semester)	7.00
Graduation Fee	15.00
Continuous Registration Fee (Doctoral Candidates)	10.00
Late Registration Fee	20.00
Change Fee	5.00

Student Health and Health Insurance

Health insurance is required of all full-time professional school students (nine or more semester hours) in addition to the Student Health Fee. The insurance coverage at the University of Maryland at Baltimore is Blue Cross-Blue Shield Diagnostic and Major Medical. Additional information concerning this program may be obtained from the Student Health Office.

Students with equivalent insurance coverage must provide proof of such membership at the time of registration and obtain a hospital insurance waiver.

Health Services are provided for School of Nursing students through the Student Health Office in Howard Hall.

Malpractice Insurance

All graduate nursing students are required to carry professional malpractice insurance throughout their academic program. Documentation of coverage is required at the time of every registration and must meet the amount set by the School of Nursing and clinical agencies.

Financial Aid Overview

Financial aid in the form of scholarships, grants, loans, and work programs is awarded to women and men students and is based upon apparent academic ability, nearness to program completion and financial need. Applicants must complete a traineeship application at admission or preregistration preceding the semester for which aid is sought. Separate applications must be completed in the financial aid office to be considered for funding from sources outside the school. Because of limitations in available funds, preference is given to full-time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and nonacademic regulations of the University.

Graduate students must maintain a 3.0 GPA to be eligible for financial aid. In the case of new students, applicants must have been accepted for admission to the University before the financial application will be reviewed.

Students should make early contact with the financial aid office to insure compliance with filing dates for completed aid applications. Requests for information about, and applications for, financial aid should be addressed to the following:

Student Aid Officer
University of Maryland at Baltimore
610 W. Lombard Street
Baltimore, Maryland 21201

Sources of Aid

University Sources

Graduate Assistantships The School of Nursing provides a limited number of graduate research and teaching assistantships to doctoral students on a competitive basis. The graduate assistant earns a modest salary and is generally expected to make a work commitment of approximately 20 hours per week. Assigned duties are consistent with the aims and objective of the teaching and research missions of the University. These assistantships also provide remission of tuition and fees (for up to 10 credit hours per semester).

In addition to the above some research assistantships are made available through grant or contract funds. Depending on the qualifications required for a particular position, master's and doctoral students may be eligible to apply.

Prospective students interested in being considered for graduate assistantships should make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established.

State Scholarships for Graduate Nursing Program Study Scholarships will be available Fall, 1980 for Maryland residents enrolled in a graduate nursing program preparing graduates for employment in a "nursing shortage area." Scholarships are available to full and part-time students for a maximum of \$2,000 per year (full-time or part-time equivalent) for one or two years.

Traineeships Students who meet admission requirements and are U.S. citizens are eligible to apply to the School of Nursing for federal funds for full-time study. Professional nurse traineeships available from the Division of Nursing, Health Resources Administration, Health and Human Services provide tuition, fees, and a monthly stipend. Students in selected specialty areas may also be eligible for support under specialized grants obtained by the School of Nursing or available through application to a specific foundation or funding source. Since there are limitations on the number of traineeships available, applicants are ranked according to total professional background.

In the case of all traineeships, prospective students make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established. Graduate students also are referred to the Federal Nursing Loan and Scholarship Program available through the financial aid office.

Nurse Training Act Scholarships and Loans Scholarships to a maximum of \$2,000 annually and loans to a maximum of \$2,500 annually are available. Loans are at three per cent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study Support for students in career related employment both on and off campus during the academic year as well as the summer months may be available.

Non-University Sources

Bank Loans Students may obtain educational loans through private lending institutions such as banks or credit unions. In many cases, federal assistance in the payment of the seven per cent interest can be obtained. As lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduate students to borrow up to \$2,000 annually. MHELC applications are available in the Student Aid Office.

Employment Opportunities

Graduates of the master's degree program of the University of Maryland have a variety of employment opportunities. Surveys of recent graduates indicate 100% employment. Approximately 60% of these graduates are employed in hospitals, 30% as faculty in schools of nursing and 10% in other areas including nursing homes, community mental health and public health clinics. Salaries vary with the type of position, the setting, the geographical areas, and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, D.C. area for new master's graduates range from \$16,000-\$20,000 per year. Doctorally prepared nurses are in great demand throughout the nation as administrators, faculty and researchers. Salaries vary with the particular position, the geographical area and the individual background of the candidate ranging from \$20,000-\$45,000 per year.

Graduate Student Organizations

Graduates in Nursing (GIN) is an organization of all the students in the graduate program in the School of Nursing. The purpose of the organization is to foster unity among graduate students to aid in the pursuit of individual, institutional and professional goals, and to enhance communication among students, faculty and the community. Student representatives function in a liaison capacity by serving on various School and University committees. GIN serves the graduate student body through orientation programs, a monthly newsletter, education and social functions, and the establishment of ad hoc committees when student, faculty and community needs arise.

As a focal point for graduate student awareness, the UMAB Graduate Student Association (GSA) is comprised of one representative from each department on campus that offers a graduate degree. Its main purpose is to promote a better graduate student life by providing efficient orientation of new students, communicating research interests across departmental lines, and providing a channel for the communication of graduate student concerns to the Dean for Graduate Studies and Research and to the Graduate Council. The Graduate Student Association chooses one of its own members each year to serve as a voting member of the Graduate Council and also elects representatives to the UMAB Senate.

Course Descriptions

NURS 602 Conceptual Framework for Nursing Practice (5) This course provides an introduction to the articulation of a philosophy of nursing to a conceptual framework for nursing practice. Our philosophy states that the personal, cognitive, and physical expressions of health interact throughout life and unfold in dynamic interplay with the environment. The two credit theory session each week is a coordinated approach by representative departmental faculty in which the study of scientific concepts which influence man's expressions of health is emphasized. The other three credits provide a departmentally supervised clinical practicum with emphasis on assessment and on evaluation of nursing interventions or regulatory processes. (Faculty)

NURS 603 Evaluation of Patient Care: A Clinical Perspective (3) This course provides an opportunity for students to synthesize a framework for evaluating health and nursing care. Emphasis is on the analysis of structure, process and outcomes of nursing care in terms of the personal, physical and cognitive expressions of health. It is designed to supplement the core courses as well as other clinical courses by presenting quality assurance methods, criteria and standards. Prerequisites are the completion of NURS 602 & 701 or permission of instructor. (Walker)

NURS 604 Organizational Behavior and Role Fulfillment (3) An exploration and analysis of commonalities inherent in nursing practice in various roles. Content from systems, role, organizational behavior, consultation, learning and change theories provides the basis for synthesis into a conceptual framework of practice in teaching, clinical practice and administration. (Faculty)

NURS 606 Influential Forces, Health Care and Health Care Systems (2) The identification and analysis of the economic, social, political and educational forces which influence the health of man, affect the health care delivery system and produce changes in nursing. (Faculty)

NURS 608 Special Problems in Nursing (1-3) Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 611 Introduction to Concepts and Techniques of Primary Care Nursing (2) This course emphasizes the development of the student's concepts of the expanded nursing role. It builds on assessment skills and knowledge pertaining to the conceptual framework acquired in NURS 602. It provides opportunity to collect and analyze data with a variety of skills and techniques that expand the nursing process for the health of adults. Concurrent: NURS 602, NPHY 480. (Faculty)

NURS 613 Clinical Diagnosis and Management I (4) This course prepares the student to function at a beginning level as a nurse practitioner in an ambulatory setting. This is the first of two sequential courses which focuses on a different set of health problems for study. The student applies the nursing process by performing diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive and physical health of clients with common health problems. Prerequisite: NURS 611, NPHY 480. Open to majors only. (Faculty)

NURS 614 Clinical Diagnosis and Management II (4) This course prepares the student to function as a nurse practitioner in an ambulatory setting with clients who have complex health problems. This is the second of two sequential courses which apply the nursing process by performing communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive and physical health of clients. Prerequisite: NURS 613. Open to majors only. (Faculty)

NURS 615 Advanced Primary Health Care (5) This course consists of intensive applied clinical experience and seminar sessions. It is designed to assist the student in analyzing multiple variables in health and disease, and through a problem-solving approach, determine an optimal plan in relation to both short and long-term goals. The emphasis is on increased independence and decision-making in an interprofessional environment. Prerequisite: NURS 614. Open to majors only. (Faculty)

NURS 618 Special Problems in Primary Care (1-3) An independent study experience which allows students in the primary care department to develop special competencies or obtain in-depth clinical experience. Students outside the Department of Primary Care Nursing may elect this experience to study selected concepts relating to primary care nursing. Registration upon consent of adviser. Students may register for varying units of

credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 621 Medical-Surgical Nursing I (2) The first level Medical-Surgical Nursing course focuses on systematic exploration of concepts that are particularly pertinent to adult clients with physical alterations. The concepts are developed within the graduate program framework, interrelationships among concepts are determined and clinical implications are considered. Values, beliefs, and attitudes about nursing, health, and illness are explored. Prerequisite or concurrent: NURS 602 and NPHY 480. (Shubkagel and Faculty)

NURS 622 Medical-Surgical Nursing II (4) Building on Nursing 602 and 621 this course focuses on the articulation of selected concepts with the development, implementation, and evaluation of regulatory processes from the perspective of the graduate program framework. The practicum gives the students an opportunity to test the presented theory within a clinical perspective, to strengthen and extend previously acquired knowledge and skill, and to progress toward attainment of individual clinical goals. Prerequisite: NURS 621. (Shubkagel and Faculty)

NURS 625 Introduction to Gerontological Nursing (2) This introductory course traces, via an historical perspective, the beginnings of the science of gerontology and gerontological nursing. The focus is on implications for nursing in regard to the myths and misconceptions, current health care problems and the influence societal thinking has had on attitudes and interests regarding the elderly. (Faculty)

NURS 626 Processes of Aging: Implications for Nursing Care (4) This course provides an indepth analysis of specific concepts related to the cognitive, physical and psychosocial health care problems of the aged. The emphasis is on exploring these concepts is on assessment methodologies and nursing care strategies which are designed to assist the aged person to cope with alterations in the expressions of health related to the aging process and, where possible, prevent the occurrence of alterations in health. (Faculty)

NURS 628 Special Problems in Medical-Surgical Nursing (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special topics or topics of an interdepartmental nature within the broad category of medical-surgical nursing. Registration upon consent of adviser. Student may register for varying amounts of credits ranging from one-three credits per semester with a maximum of six credits per degree. (Shubkagel and Faculty)

NURS 631 Maternal and Infant Nursing I (2) First of a two-semester sequence. A conceptual approach which focuses on extensive understanding of nursing in society's total program of maternal health services with emphasis on increased practitioner skills for independent and collaborative components of professional nursing of mothers and infants. Prerequisite: NURS 602. (Neal and Faculty)

NURS 632 Maternal and Infant Nursing II (4) Focuses on extensive knowledge and understanding of maternal care and on gaining increased collaborative and practitioner skills in professional nursing within interdisciplinary health agencies and institutions. Second Semester of a two-semester sequence. Prerequisite: NURS 602 and NURS 631. (Neal and Faculty)

NURS 638 Special Problems in Maternity Nursing (1-3) Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of maternity nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Neal and Faculty)

NURS 641 Nursing of Children I (2) First semester of a two-semester sequence. Focuses on extensive knowledge and understanding of nursing in society's total program of child health services and on gaining increased practitioner skills in professional nursing of children. Prerequisite: NURS 602. (Neal and Faculty)

NURS 642 Nursing of Children II (4) Focuses on extensive knowledge and understanding in society's total program of child health services and in gaining increased collaborative and practitioner skills in professional nursing of children. Second semester of a two-semester sequence. Prerequisite: NURS 602 and NURS 641. (Neal and Faculty)

NURS 648 Special Problems in Nursing of Children (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of nursing of children. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Neal and Faculty)

NURS 651 Individual Therapy (3) Individual therapy builds upon the interpersonal and analytic skills developed in the clinical portion of NURS 602. This course examines specific types of ineffective social behaviors as well as personality disturbances and their treatment within the contexts of psychiatric and nursing literature. Prerequisite: NURS 602. (Robinson)

NURS 652 Group Theory and Practice I (3) This course is designed to provide the basis for a conceptual framework in group psychotherapy. Emphasis is placed on the application of theory to group practice. Included is the study of the therapist's role in the development of technical and communication skills in group work. Each student is required to co-lead a group approved by the faculty. (Faculty)

NURS 653 Group Theory and Practice II (3) This course is designed to further develop the student's theoretical and clinical expertise in group work and group psychotherapy. Emphasis is placed on the role of the therapist in the integration and utilization of theoretical concepts to clinical group practice and in developing skills in supervision. Specialized group therapy techniques and research as related to group practice are reviewed. Each student is required to co-lead a group approved by the faculty. Prerequisite: NURS 652. (Faculty)

NURS 654 Liaison Nursing I (3) The student gains skills in therapeutic interaction with hospitalized, physically ill patients based upon their assessment of the patient's psychological needs and an evaluation of appropriate vehicles for their gratification. Goals are established which take into consideration physiological versus psychological priorities, assigning weights in terms of immediacy of need. The hospital is viewed as a social system, and means of interacting effectively in it are explored. Offered Fall Semester. (Robinson)

NURS 655 Orientation to Critical Concepts in Family (3) Orientation to the theories and techniques of family therapy. Emphasis on family systems theory (the Bowen Theory). Interview experience with selected families and development of observational skills. (Cain and Faculty)

NURS 656 Introduction to Clinical Practice With Families (3) Orientation to the role of the clinician in family therapy. Emphasis is on the identification of existing family behavior patterns. Clinical practice with at least one family. Prerequisite: NURS 655. (Cain and Faculty)

NURS 657 Advanced Clinical Practice With Families (3) Advanced clinical practice and refinement of clinical skills. Prerequisite: NURS 656. (Cain)

NURS 658 Special Problems in Adult Psychiatric Nursing (1-3) Provides alternative learning experiences; independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the area of adult psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 659 Mental Health Consultation (3) This course is designed to introduce the student to the principles and practice of mental health consultation and basic Community Mental Health Theory. Caplan's Model of mental health consultation will be stressed as well as development and management of consultation programs. Students will provide weekly consultation to a community health care setting or social agency approved by the faculty. Prerequisite: Clinical and/or academic courses in psychiatric/community health nursing. (Faculty)

NURS 660 Introduction to Selected Aspects of Child Development I (2) This course explores selective theoretical concepts of child development during the first six years of life. Emphasis is placed on integrating personality development and intellectual development. Assessment tools which reflect the theories presented will be discussed. (McElroy)

NURS 661 Orientation to Critical Problems in Family-Child Relations (3) First of two semester sequence. This course provides a broad view of child psychopathology with emphasis on intrapsychic, interpersonal and sociocultural dynamics. The integration of concepts in nursing practice, particularly the development of assessment and interviewing skills, is stressed. (Reid and Faculty)

NURS 664 Introduction to Selected Aspects of Child Development II (2) This course explores selective theoretical concepts of child development during the years from seven through adolescence. Emphasis is placed on examining the following theorists: Erikson, Winnicott, Lidz and Piaget. Prerequisite: NURS 660. (McElroy)

NURS 665 Comprehensive Care of Children With Psychiatric Disorders (3) Second of a two-semester sequence. This course provides theoretical concepts underlying the treatment of children with psychiatric disorders. The clinical component provides opportunity to implement treatment modalities in a variety of settings. Prerequisite: NURS 661. (Faculty)

NURS 668 Special Problems in Child Psychiatric Nursing (1-3) Provides for alternative learning experiences; independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of child psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 670 School Health (2) This course is designed to examine factors and programs that contribute to the promotion and maintenance of health in the school population. The development of school health programs and services are discussed. Issues, legislation and organizations involved in school health are explored. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary approach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Session. (Northrop)

NURS 671 Epidemiology (2) A contemporary approach to epidemiological concepts and methods. General considerations and laboratory application to data in specific situations. Open to non-nursing majors with permission of instructor. Prerequisite: Statistics. Offered Spring Semester. (Kohler)

NURS 672 Community Health Nursing I (1) This first level departmental course is designed to explore the relevancy of the school's conceptual framework for community health practice. Students also discuss the nature and scope of community health nursing and its relationship to the public health sciences and to nursing. Family and community are identified as the basic units of study and primary prevention as a major responsibility. Prerequisite or concurrent: NURS 602. Offered Fall Semester. (Eells and Strasser)

NURS 673 Community Health Nursing II (3) This is a required second level departmental course. Although students continue with their community assessment and one well family selected during NURS 602, analytical focus is extended to include the use of regulatory processes with families who have multiple problems. Additional conceptual frameworks commonly employed in family and community study are examined. Program planning, implementation, and evaluation are discussed in relation to the student's assessment of a community's health problems. Prerequisite: NURS 606 and NURS 672. Offered Spring Semester. (Ruth and Faculty)

NURS 674 Community Health Nursing Within the Health Care System (2) This course focuses upon the relationship between the health level of the community and the organization of the health care system. Social and political forces and major public policies that are shaping the organization and delivery of community health nursing services will be analyzed. An examination of theory, research, governmental and other professional documents will provide the bases for discussion as to how effective and efficient services can be achieved. Various systems of health care organization will be compared in terms of health level, structure, and reimbursement mechanisms. Open to non-nursing majors with permission of instructor. Offered Spring Semester, (Ruth and Faculty)

NURS 675 Community Health Nursing III (2) This is a required third level departmental course for students whose area of concentration is community health nursing. It is given concurrently with the practicum in role preparation. While the emphasis is upon intervention strategies and regulatory processes in community health nursing, content related to public health administration is discussed and includes areas such as reimbursement mechanisms, legislation and regulation, and standards of practice. Students will plan, implement, and evaluate a health program of primary prevention in their selected communities. Prerequisite: NURS 604 and NURS 673. Offered Fall Semester. (Northrop and Faculty)

NURS 676 Community Health Groups: Leadership Strategies (2) The theory content and practicum of this course offer learning experiences particularly pertinent and applicable to working with well families and health-oriented community groups. The course is designed to provide graduate students in community health nursing and other specialty areas an opportunity to gain additional skills in the use of group leadership strategies to bring about change toward defined goals and objectives. Prerequisite: Basic course in group dynamics; permission of instructor. Open to non-nursing majors. Offered Spring Semester. (Strasser)

NURS 678 Special Problems in Community Health Nursing (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of community health nursing. Registration by consent of adviser. Students may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 680 Curriculum and Instruction in Nursing Education (3) This course combines the elements of the curriculum process with instructional principles and methodologies through both faculty and student conducted seminars. It is designed to assist the student in the understanding and application of the foundations and methods of curriculum development. Prerequisite or concurrent: NURS 604. (Blakeney)

NURS 682 Practicum in Teaching in Nursing (3) Experience in clinical and classroom settings promotes the opportunity for development and increased skill in the total



teaching learning process. An analytical approach to teaching effectiveness is emphasized. Placement in junior colleges, baccalaureate programs or inservice settings is arranged according to track selected. Prerequisite or concurrent: NURS 680. (Matejski and Faculty)

NURS 683 Practicum for Clinical Specialist in Nursing (4) Supervised experience is provided by each clinical department which will prepare the graduate student to function in the role of clinical specialist. Placement may be in community or home settings, chronic and long-term care facilities as well as intensive care units. Concurrent: NURS 684. (Jarrett and Faculty)

NURS 684 Seminar in Nursing--Clinical Specialization (2) This seminar focuses on increasing organizational behaviors to function effectively as clinical nurse specialists. Particular attention is given to improving the delivery of health care to consumers through consultation, teaching, research, and clinical practice in medical-surgical, maternal and child health, psychiatric (adult and child), gerontological and community health nursing. Concurrent: NURS 683. (Jarrett)

NURS 685 Instructional Skills (3) This course, conducted by means of micro teaching lab, fosters the development and analysis of selected teaching skills directed at predetermined levels of functioning in the cognitive, affective and psychomotor domains. Prerequisite: NURS 604 and two semesters of clinical course work. Prerequisite or concurrent: NURS 680. (Faculty)

NURS 688 Special Problems in Nursing Education (1-3) The major objectives of this independent study experience are to develop further competencies in the area of teaching. Registration upon consent of adviser. Student may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 689 Special Problems in Clinical Specialization (1-3) The major objectives of this independent study experience are to develop further competencies in the areas of clinical specialization. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 691 Administration of Nursing Education (2) Application of administrative processes as employed in nursing education settings. Comparison and contrasts of administrative skill requirements among types of educational programs will be addressed where appropriate. Prerequisite: NURS 604. (Blakeney and Faculty)

NURS 692 Administration of Nursing Service (2) Examination and application of administrative processes employed in nursing service settings. The independent and inter-dependent functions of nurse administrators in an organization, at various levels of decision making, are identified and analyzed. Prerequisite: NURS 604. (Proulx)

NURS 693 Practicum in Nursing Service Administration (4) Field placements provide for synthesis of learning through observation of and participation in administrative activities. Placements are arranged to support skill development in keeping with the student's career goals. Regular conferences with university instructors and field preceptor enrich the student's learning opportunity. Prerequisite: NURS 692. (Proulx)

NURS 694 Practicum in Nursing Education Administration (4) Field placement provides for synthesis of learning through observation of and participation in administrative activities. Students may elect placement in baccalaureate or associate degree basic education programs or in staff development settings. Regular conferences with university instructors and the field preceptor enrich the student's learning opportunity. Prerequisite: NURS 691. (Blakeney and Faculty)

NURS 695 Organization Development in Nursing (3) Explores the nature, origin, and strategies of Organization Development. Concepts related to behavioral science interventions for organizational improvements are based on the processes of planning, organizing, leading, and evaluating. Prerequisite: NURS 604. (Proulx and Fritz)

NURS 696 Cases and Concepts in Nursing Administration (2) Second level course in Nursing Administration. It is a required course for students whose major area of concentration is Administration of Nursing Service/Education and is an elective course open to all other students. The course focuses on administrative cases and is designed to assist the student in exploring administrative concepts and analyzing administrative situations. Prerequisite: NURS 604. (Faculty)

NURS 697 Seminar in Nursing and Health Policy (2) This course focuses on the structure and function of agencies that are responsible for formulating and implementing health policy. Included are key skills related to formulating health policy; attention is given to professional values clarification, writing skills, and legal terminology. Prerequisite: NURS 604, 606 (Blakeney and Faculty) "Proposed Course."

NURS 698 Special Problems in Nursing Administration (1-3) The major objective of this independent study experience is to develop further competencies in the area of administration. Registration by consent of adviser. Student may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 699 Practicum in Nursing-Health Policy (4) The practicum is experiential learning in the use of various regulatory processes; namely, alterations, modification, displacements, negotiations, confrontations, and ministrations in the formulation and implementation of policies that affect nursing specifically and health care in general. The practicum is 12 to 16 hours per week for one semester. Placements are made in (1) various regulatory agencies within HEW and the State Health Department, (2) the student's selected clinical nursing area of study. Emphasis is placed upon applying nursing knowledge to health policy. Prerequisite: NURS 697 (Blakeney and Faculty) "Proposed Course."

NURS 701 Research Methods and Materials in Nursing (3) One four-hour lecture/lab a week. Includes basic understandings of the philosophy of research, the nature of scientific thinking, methods of research study. Prerequisite: Basic statistics. (Faculty)

NURS 702 Application of Inferential Statistics to Nursing Research Designs (2) This course emphasizes the requirements and interpretation of inferential procedures widely used in nursing research designs. Statistical computer programs are utilized with actual nursing data. Selection of the most appropriate procedure is stressed. Data snooping and alternative analyses are studied including bivariate correlation, partial correlation, one-way ANOVA, ANCOVA, multiple regression and various nonparametric analyses.

Instrument reliability is computed and an overview of other procedures is presented. A pragmatic rather than mathematical approach is used. A three-hour session each week combines lecture and lab. Prerequisite: NURS 701. (Faculty)

NURS 708 Special Problems in Nursing Research (1-3) The major objective of this independent study experience is to develop further research competencies. Registration upon consent of instructor. Variable amounts of credit ranging from one-three per semester may be taken with a maximum of six credits per degree. (Faculty)

NURS 710 Health Supervision of the Well Child I (3) This is the first of two sequential courses which focus on health promotion and health maintenance for children. This course deals primarily with the health needs of children during the first five years of life. The student will function at a beginning level as a Nurse Practitioner in an ambulatory setting. Emphasis is placed on application of the nursing process: assessing the physical, personal and cognitive expressions of health of well children during the first five years of life within the context of their family environments; developing plans of care based on knowledge of the cultural patterns of the family and of the predominant pattern of organization of the child's expressions of health, implementing and evaluating nursing strategies to promote health and normal growth and development. Prerequisite: NURS 602, NURS 611 or permission of the instructor. (Faculty)

NURS 711 Health Supervision of the Well Child II (3) This is the second of two sequential courses which apply the conceptual framework of the graduate program and the nursing process through communication and assessment skills, developing plans of care, implementing and evaluating the use of selected regulatory processes to promote the personal, cognitive and physical health of children. The course focuses on the health needs of school age children and adolescents. Normal growth and development are emphasized. Prerequisite: NURS 710 or permission of instructor. (Faculty)

NURS 713 Common Health Problems of Children I (4) This is the first of two sequential courses which focus on selected health problems of children frequently encountered in ambulatory settings and the underlying alterations in health equilibrium. Emphasis is placed on problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention. Prerequisite: NURS 602, NURS 611 or permission of instructor. (Faculty)

NURS 714 Common Health Problems of Children II (4) The focus of this second of two sequential courses is selected health care problems of children and the underlying alterations in health equilibrium. The problems considered will be of a more complex nature. Problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention are emphasized. Prerequisite: NURS 713 or permission of instructor. (Faculty)

NURS 715 Advanced Primary Care of Children (5) This course is designed to assist the student to integrate and synthesize the material from all course work, material previously learned and some new concepts in Primary Care Pediatric Nursing. Clinical experiences will allow the student to assume a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team. Prerequisite: NURS 711 and NURS 714. (Faculty)

NURS 754 Liaison Nursing II (3) The second level course in psychiatric liaison nursing presents material relevant to specific patient populations which are targeted by the liaison practitioner. In the latter half of the course, the student begins to explore those issues involved in working with nursing staff, rather than directly with patients to meet the latter's psychological needs. In addition liaison research projects that were identified in the first level course will be further developed to meet seminar paper or thesis requirements. Prerequisites: NURS 654. (Robinson)

NURS 771 Occupational Health (2) This course provides an examination of issues and research in occupational health. The expressions of health of working segments of the adult population in various occupations will be explored. The role of the health provider

in occupational health is considered in terms of legislation, private and public industry, unionized and nonunionized workers. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary approach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Semester. (Northrop and Eells)

NURS 799 Master's Thesis Research (1-6) (Faculty)

NURS 801 Conceptual Basis for Nursing (2) This course provides experience in conceptualizing health-related behavior as an initial step in nursing research. Biological, psychological, cognitive and social dimensions of selected concepts relevant to nursing practice are examined theoretically and operationally. The interrelatedness of these dimensions is viewed as constituting a major focus in the study of Man from a nursing perspective. (Kreider and Faculty)

NURS 802 Analysis of Direct Nursing Action (4) In this course clinical settings will be utilized for the examination of client states and nursing actions. From a theoretical perspective students will develop and implement a plan for study of nursing actions and the client states which are stimuli for and responses to nursing actions. Prerequisites: NURS 801 (Kreider)

NURS 803 Conceptualization of Nursing Systems (2) This course provides experience in analyzing the global context of nursing practice. Systems, theory and dynamics are explored in detail; selected concepts are explored as interrelated factors influencing episodic and distributive care and the organization and development of resources for nursing practice, education and research. (Faculty)

NURS 804 Analysis of Indirect Nursing Action (4) From theoretical and empirical perspectives, indirect nursing actions are examined. The ways in which aspects of nursing systems constrain, generate, and might be altered through nursing actions are investigated in various settings. Emphasis is placed on identification, conceptualization and delineation of indirect nursing actions and the extent to which they support and alter direct nursing practice. (Faculty)

NURS 805 Analysis and Development of Nursing Theory (4) Issues and techniques in theory analysis and construction are addressed. Extant nursing theories are analyzed, compared and evaluated in the light of stated criteria. A variety of metatheoretical approaches to theory development are studied from the perspective of their existing and potential use in nursing. Prerequisite: NURS 602 or equivalent. (Lenz and Faculty)

NURS 806 Seminar in Nursing Science (2) The focus of this seminar is on philosophical and theoretical issues which must be considered in discovering and verifying nursing knowledge. Advanced topics in theory development are addressed. Prerequisite: NURS 805. (Faculty) "Proposed Course."

NURS 811 Measurement of Nursing Phenomena (3) The theoretical basis of measurement will be presented as a foundation for the development and evaluation of measurement tools for use in nursing research. Types of measures, techniques of construction, the statistical analysis of reliability and validity, and strengths and limitations for use of selected measures in nursing research will be presented. Nursing research studies will be evaluated relative to measurement theory. Tools and procedures including those used to measure affective, cognitive, behavioral and physiological aspects of selected concepts will be evaluated. Prerequisite: NURS 702 or equivalent. (Waltz)

NURS 812 Seminar in Nursing Measurement (3) The theoretical basis of measurement will be applied in a highly individualized experience in the development and testing of an instrument to measure a selected concept of relevance in nursing research. The seminar will provide the opportunity for discussion of problems, issues and strategies involved in tool construction and validation and for the sharing of experiences. Prerequisite: NURS 811 (Waltz)

NURS 813 Design of Nursing Research (3) The emphasis in this course is on the acquisition of methods and techniques for extending the scientific base of knowledge for nursing practice. Research studies, taken from the health care literature, which address questions of impact to nursing will serve as foci for discussion throughout the term. Research designs and related statistical procedures will be examined in terms of their appropriateness for addressing various nursing problems. Small-scale research projects will be carried out in order to facilitate acquisition of desired skills. (Wolfe)

NURS 815 Seminar in Advanced Measurement and Design in Nursing Research Design (3) The major emphasis in this course is on use of pre and quasi experimental designs and related statistical procedures for the study of clinical nursing problems. Included are topics of particular interest to nurse researchers such as use of professional judgement and standards, selecting clinically equivalent comparison groups, gaining adequate research control in clinical nursing settings, use of evaluative research techniques in evaluating the effectiveness of nursing care programs. This course is designed as a sequel to NURS 813 which focuses on the design and analysis of experimental nursing research. (Prescott) "Proposed Course."

NURS 818 Special Topics in Nursing Research (1-3) A directed individually planned research experience which provides doctoral students the opportunity to work collaboratively with a faculty member on an ongoing research project. Specific requirements and credit are determined by contractual agreement; repeatable to a maximum of 6 credits. (Faculty)

NURS 888 Special Problems in Direct Nursing (1-3) Students select a topic of particular professional interest within the sphere of direct nursing, to be studied with a graduate faculty member with special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable to a maximum of 6 credits. (Faculty)

NURS 898 Special Problems in Indirect Nursing (1-3) Students select on topic of professional interest within the sphere of indirect nursing, to be studied with a graduate faculty member with special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable to a maximum of 6 credits. (Faculty)

NURS 899 Doctoral Dissertation Research Variable credit (Faculty)

NPHY 421, 422 Principles of Human Physiology (3, 3) Required for students majoring in maternal and child nursing. Open to all other students (Urbaitis)

NPHY 480 Human Physiology (3) The focus of this course is directed toward the study of selected areas in normal human physiology. Emphasis is given to analysis of normal function at the cellular and organ levels. Discussion of major regulatory and integrative mechanisms of the body are elaborated to elucidate body function. This course expands upon a basic knowledge of physiology. (Selmanoff)

NPHY 610 Methods and Principles of Applied Physiology I (3) The first of two sequential courses designed to provide the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific pathophysiologic principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Open to majors only. Prerequisite: NPHY 480. Concurrent: NURS 613 (Faculty)

NPHY 611 Methods and Principles of Applied Physiology II (3) The last of two sequential courses designed to provide the student with an indepth base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific pathophysiologic entities and study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 480 and NPHY 610. Concurrent: NURS 614. Open to majors only. (Faculty)

CONTINUING EDUCATION PROGRAM



The Continuing Education Program is designed to facilitate the life-long learning process of individual nurses and provides an essential bridge between the School of Nursing and the nursing community in Maryland. The program offers workshops, short courses and seminars which build upon the basic preparation of the registered nurse and serve to enhance or update knowledge and professional competence in the delivery of health services. Aware of the expanding decision-making responsibilities now confronting nurses, the program provides for opportunities to learn about new concepts in professional nursing, and bring participants into dialogue with colleagues in the nursing profession as well as experts in related fields.

Activities are coordinated with other professional groups, institutions and health related agencies in the state to encourage cooperative planning and interprofessional programming. Regional committees consisting of nurses in western and southern Maryland and the Eastern Shore assist with identification of continuing education needs and participate in planning and implementing individual offerings in those regions.

The School of Nursing Committee for Continuing Education serves in an advisory capacity for program development and evaluation. Faculty members participate in planning for and teaching in specific offerings and serve as consultants as appropriate.

The Interprofessional Council for Continuing Education, UMAB, is composed of the Directors of Continuing Education in the six professional schools. The number and scope of interprofessional offerings has increased considerably as a result of the Council's activities.

The Director of the Continuing Education Program serves as a consultant to the faculty of an ongoing Primary Care Nurse Practitioner Program which is supported by a grant from the Division of Nursing, DHEW.

Appropriate continuing education units (CEU'S) based upon guidelines and criteria established by the National Task Force on the Continuing Education Unit are awarded to participants completing offerings sponsored or co-sponsored by the School of Nursing.



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University of Maryland--Central Administration

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University of Maryland at Baltimore - Deans

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Dean, School of Law

Michael J. Kelly, B.S., Princeton University, 1959; Ph.D., Cambridge University, 1964; LLB., Yale Law School, 1967.

Dean, School of Medicine

John M. Dennis, B.S., University of Maryland, 1943; M.D., 1945.

Dean, School of Nursing

Nan B. Hechenberger, B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; (RN)

Dean, School of Pharmacy

William J. Kinnard, Jr., B.S., University of Pittsburgh, 1953; M.S., 1955; Ph.D., Purdue University, 1957.

Dean, School of Social Work and Community Planning

Ruth H. Young, A.B., Wellesley College, 1944; M.S.S.W., The Catholic University of America, 1949; D.S.W., 1965.

University of Maryland at Baltimore - Campus Administration

Chancellor

Albin O. Kuhn, B.S., University of Maryland, 1938; M.S., 1939; Ph.D., 1948.

Vice Chancellor for Health Affairs

John M. Dennis, B.S., University of Maryland, 1943; M.D., 1945.

Assistant to the Chancellor

Roy Borom, B.A., Wooster College, 1959; M.S.S.A., Western Reserve University School of Applied Social Sciences, 1951.

Director of Admissions and Registrations

Wayne A. Smith, B.S., University of Maryland, 1962.

Director of Business Services

Robert C. Brown, B.A., University of Maryland, 1963.

Director of Health Sciences Computer Center

Donn Lewis, B.S., University of Maryland, 1973; M.B.A., University of Maryland 1976.

Director of Personnel

Ronald J. Baril, B.S. Ed., Bridgewater State College, Massachusetts, 1965.

Director of Student Financial Aid

James H. Nolan, B.S., University of Wisconsin-Madison, 1965.

Director of Physical Plant

Robert L. Walton, B.S., University of Maryland, 1938.

Director of Student Health Services

Wilfred H. Townshend, B.A., Johns Hopkins University, 1936; M.D., University of Maryland, 1940.

Director of University of Maryland Hospital

G. Bruce McFadden B.S., Virginia Polytechnic Institute, 1957; M.H.A., Medical College of Virginia, 1961.

Director of University Relations

Louise M. White, A.B., Randolph-Macon Woman's College, 1959; M.L.A., Johns Hopkins University, 1965.

Librarian, Health Sciences Library

Cyril C. H. Feng, B.A., Tamkang College, Taiwan, 1961; M.S., University of Kentucky, 1965.

School of Nursing Administration

Nan B. Hechenberger, Dean and Professor

B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; (RN)

Frieda M. Holt, Associate Dean for Graduate Studies and Professor

B.S., University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973; (RN)

- Rachel Z. Booth**, Acting Associate Dean for Undergraduate Studies and Associate Professor, B.S., University of Maryland, 1968; M.S., 1970 Ph.D., 1978; (RN)
- Ann S. Madison**, Assistant Dean for Academic Services and Associate Professor B.S., University of Maryland, 1962; M.S., University of Pennsylvania, 1964; Ph.D., University of Maryland, 1973; (RN)
- Frances P. Koonz**, Director of Continuing Education and Faculty Development and Assistant Professor, B.S., Seton Hall University, 1954; M.S., The Catholic University of America, 1961; (RN)
- Helen R. Kohler**, Director, Special Outreach Project and Associate Professor B.S., University of Pennsylvania, 1960; M.S., University of Minnesota, 1962; Ph.D., University of North Carolina, 1974; (RN)
- Elizabeth R. Lenz**, Director, Doctoral Program and Associate Professor B.S.N., DePaul University, 1964; M.S., Boston College, 1967; Ph.D., University of Delaware, 1976; (RN)
- Sonya R. Shelley**, Director, Center for Research and Evaluation and Professor B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1974
- Brian Naughton**, Director, Instructional Media Center and Assistant Professor B.S., State University of New York, 1970; M.A., Ohio State University, 1971
- Malissa Harkleroad**, Director, Undergraduate Admissions and Progressions and Associate Professor B.S.N., Medical College of Virginia, 1956; M.S.N., University of North Carolina, 1961; Ph.D., The Catholic University of America, 1973; (RN)
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- Mary V. Neal**, Chairperson, Maternal and Child Nursing and Professor B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952; Ph.D., New York University, 1968; (RN)
- Marlene B. Reid**, Chairperson, Psychiatric Nursing and Associate Professor B.S.N., The Catholic University of America, 1960; M.S.N., 1961; Ph.D., 1969; (RN)
- M. Virginia Ruth**, Chairperson, Community Health Nursing and Associate Professor B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr. P.H., Johns Hopkins University, 1976; (RN) Certified Nurse Midwife
- Betty Shubkagel**, Chairperson, Medical and Surgical Nursing and Professor B.S., University of Maryland, 1954; M.N., Emory University, 1957; Ph.D., University of Maryland, 1976; (RN)
- Mary Rapson**, Acting Chairperson Junior Year and Assistant Professor B.S., University of Maryland, 1961; M.S., 1967; (RN)
- Lesley Perry**, Acting Chairperson, Senior Year and Assistant Professor B.S.N., Roberts Wesleyan College, 1966; M.S., Boston University, 1969; (RN)
- RoAnne Dahlen**, Chairperson, Registered Nurse Program and Assistant Professor B.S., Columbia University, 1961; M.A., New York University, 1964; D.N.Sc., The Catholic University of America, 1980; (RN)

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THE FACULTY

University of Maryland School of Nursing

- Adams, Deborah**, Instructor of Nursing (Pediatric Nursing)
B.S.N., University of Virginia, 1976; M.S.N., University of North Carolina, 1980; (RN)
- Akehurst, Alice J.**, Advisor—Office of Admissions and Progressions, Assistant Professor of Nursing B.S., University of Maryland, 1958; M.S., 1966; (RN)
- Arnold, Elizabeth C.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Georgetown University, 1961; M.S., Catholic University of America, 1964; (RN)
- Awalt, Kathleen A.**, Instructor of Primary Care Nursing (Graduate Program)
B.S., Villanova University, 1971; M.S., University of Colorado, 1976; (RN)
- Balassone, Patricia**, Instructor of Primary Care Nursing (Graduate Program)
B.S., University of Maryland, 1974; M.S., 1979; (RN)
- Baldwin, Beverly**, Assistant Professor of Gerontological Nursing (Graduate Program)
B.S.N., Northwestern State University, 1966; M.S., University of Iowa, 1970; M.A., University of New Orleans, 1975; Ph.D., University of Kentucky, 1980; (RN)
- Bausell, R. Barker**, Associate Professor, Center for Research and Evaluation
B.S., University of Delaware, 1968; Ph.D., 1976
- Bayne, Marilyn**, Assistant Professor of Nursing (Medical and Surgical)
B.S., University of Maryland, 1974; M.S., 1977; (RN)
- Beaumont, Christine**, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Maryland, 1975; M.S., 1976; (RN)
- Bertsch, Coleen**, Instructor of Nursing (Family Nurse Clinician)
B.S.N., University of Tennessee, 1962; M.S.N., Mississippi University for Women, 1977; (RN)
- Blakeney, Hazle E.**, Chairperson, Career Development and Professor (Graduate Program) B.S., Kansas State College, 1944; M.A., Teachers College, Columbia University, 1961; Ed.D., 1967; (RN)
- Boland, Barbara**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Catherine Spaulding College, 1960; M.S., University of Maryland, 1973; (RN)
- **Booth, Rachel Z.**, Acting Associate Dean for Undergraduate Studies and Associate Professor B.S., University of Maryland, 1968; M.S., 1970; Ph.D., 1978; (RN)
- Brooks, Naomi**, Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1961; M.S., 1976; (RN)
- Brophy, Merrill C.**, Instructor of Nursing (Pediatric Nursing)
B.S., Western Reserve University, 1966; M.S., University of Maryland, 1978; (RN)
- **Buckley, Kathleen**, Instructor of Maternal and Child Nursing (Graduate Program)
B.S., University of Maryland, 1973; M.S., 1976; (RN)
- Butz, Arlene**, Instructor of Primary Care Nursing (Graduate Program)
B.S.N., Pennsylvania State University, 1973; M.S.N., Catholic University of America, 1978; (RN)
- Cain, Ann M.**, Professor of Psychiatric Nursing (Graduate Program)
B.S., Ohio State University, 1956; M.S., University of Colorado, 1959; Ph.D., University of Maryland, 1972; (RN)
- Campbell, Kathleen**, Instructor of Nursing (Pediatric Nursing)
B.S.N., University of Maryland, 1973; M.S., 1980; (RN)

- Campbell, Nayna**, Assistant Professor of Maternal and Child Nursing (Graduate Program)
A.B., University of Kentucky, 1969; B.S.N., University of Texas, 1971; M.A., 1970; M.S.N., 1973; (RN)
- Cardinale, Sandra**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1959; M.S., 1975; (RN)
- Carson, Verna J.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1968; M.S., 1973; (RN)
- Chichester, Myra**, Assistant Professor of Nursing (Maternity Nursing)
B.S.N., Columbia University, 1957; M.S., University of Maryland, 1971, (RN)
- Ciamillo, Carmiele**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Seton Hall University, 1968; M.S., University of Maryland, 1974; (RN)
- Claffin, Marjorie E.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Bridgeport, 1963; M.S., University of Maryland, 1970; (RN)
- Cogliano, Janet**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1965; M.S.N., Catholic University of America, 1975; (RN)
- Connolly, Charlene**, Instructor of Gerontological Nursing (Graduate Program)
B.S.N., Duke University, 1976; M.S.N., University of Maryland, 1980; (RN)
- Cook, Katherine C.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1972; M.S., 1978; (RN)
- Coughlin, Arlene M.**, Assistant Professor (Nutrition)
B.S., College of Misericordia, 1964; M.S., University of Maryland, 1973
- Cusson, Regina**, Instructor of Nursing (Maternal and Child)
B.S., St. Joseph's College, 1971; M.S., University of Maryland, 1978; (RN)
- Dahlen, RoAnne**, Chairperson, Registered Nurse Program, Assistant Professor of Nursing
B.S., Columbia University, 1961; M.A., New York University, 1964; D.N.Sc., Catholic University of America, 1980; (RN)
- Damrosch, Shirley P.**, Assistant Professor, Center for Research and Evaluation
B.A., Ohio State University, 1954; Ph.D., University of Minnesota, 1975
- Dorsey, Donna M.**, Assistant Professor of Nursing (Community Health Nursing)
B.S., East Carolina University, 1967; M.S., University of Maryland, 1975, (RN)
- Edmunds, Marilyn**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., Brigham Young University, 1964; M.S., DePaul University, 1970; (RN)
- Eells, Mary Ann**, Associate Professor of Community Health Nursing (Graduate Program)
B.S., State University of New York, 1955; M.S., University of Rochester, 1968; Ed.D., 1970; (RN)
- Emrich, Carol**, Instructor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1970; M.S., 1974; (RN)
- Feroli, Kathleen**, Instructor of Nursing (Pediatric Nursing)
B.S.N., University of Maryland, 1973; M.S., 1980; (RN)
- Fischman, Susan**, Associate Professor of Maternal and Child Nursing (Graduate Program)
B.S.N., University of Michigan, 1957; M.P.H., Johns Hopkins University, 1965; Dr. P.H., 1974; (RN);
Certified Nurse Midwife
- Fortier, Julie C.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1968; (RN)
- *Fortna, Nancy**, Instructor of Nursing (Nursing of Children)
B.S.N., University of Pennsylvania, 1964; M.S.N., 1966; (RN)
- Fontaine, Dorothy**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Villanova University, 1972; M.S., University of Maryland, 1977; (RN)
- Fritz, Winona**, Assistant Professor of Nursing, Career Development (Graduate Program)
B.S.N., University of Missouri, 1968; M.S., University of Maryland, 1977; (RN)
- Funk, Karen L.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Johns Hopkins University, 1971; M.Ed., 1973; (RN)
- Gerardi, Ruth**, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., Widener University, 1971; M.S., University of Maryland, 1970; (RN)

- Giles, Lols A.**, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1975; M.S., 1977; (RN)
- Gipe, Florence M.**, Dean Emerita
B.S., Catholic University of America, 1937; M.S., University of Pennsylvania, 1940; Ed.D., University of Maryland, 1952; (RN)
- **Gordon, Dorothy L.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S.N., University of Pennsylvania, 1963; M.A., New York University, 1968; D.N.Sc., The Catholic University of America, 1975; (RN)
- Grimm, Patricia M.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Connecticut, 1964; M.S., Catholic University, 1976; (RN)
- Guberski, Thomasine**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., American International College, 1964; M.S., University of Michigan, 1969; (RN)
- Gunnnett, Ann E.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1968; M.S., Case Western Reserve University, 1975; (RN)
- Hale, Shirley L.**, Associate Professor of Nursing (Psychiatric Nursing)
B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960; Ph.D., 1974; (RN)
- Hall, Pamela S.**, Instructor of Medical-Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1974; M.S., 1980; (RN)
- Hardman, Margaret A.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., University of Oregon, 1955; M.S., University of Maryland, 1972; (RN)
- Harkleroad, Malissa A.**, Director, Undergraduate Admissions; Progressions and Associate Professor
B.S.N., Medical College of Virginia, 1956; M.S.N., University of North Carolina, 1961; Ph.D., Catholic University of America, 1973; (RN)
- Harrison, Jeannine**, Assistant Professor of Maternal and Child Nursing (Graduate Program)
B.S., Teachers College, Columbia University, 1963; M.S., New York University, 1966; (RN)
- *Harvey, Ann H.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1964; M.S., 1967; (RN)
- Hechenberger, Nan B.**, Dean and Professor
B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; (RN)
- Henderson, Kathryn**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Syracuse University, 1970; M.S., University of Maryland, 1974; (RN)
- *Hicks, Johnnye M.**, Assistant Professor of Maternal and Child Nursing (Graduate Program)
B.S., Winston-Salem University, 1961; M.S., Yale University, 1965; (RN); Certified Nurse Midwife
- Holt, Frieda M.**, Associate Dean for Graduate Studies and Professor (Graduate Program)
B.S., University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973; (RN)
- Horensky, Judith L.**, Instructor of Nursing (Community Health Nursing)
B.S.N., University of Pittsburgh, 1964; M.S., University of Maryland, 1978; (RN)
- Hutchins, Elizabeth**, Associate Professor of Maternal and Child Nursing (Graduate Program)
B.S., Boston University, 1957; M.S., 1962; M.A., University of Washington, 1973; Ph.D., 1978; (RN)
- Ibrahim, Elvira R.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S.N., D'Youville College, 1971; M.S., University of Maryland, 1973; (RN)
- **Jacox, Ada**, Professor of Nursing, Career Development (Graduate Program)
B.S., Columbia University, 1959; M.S., Wayne State University, 1965; Ph.D., Case Western Reserve University, 1969; (RN)
- Jarrett, Grace**, Assistant Professor of Nursing, Career Development: Clinical Specialization (Graduate Program)
B.S.N., Hunter College, 1973; M.A., Columbia University, 1974; Ph.D., University of Maryland, 1979; (RN)
- Jensen, JoAnne**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of South Carolina, 1970; M.S., University of Colorado, 1976; (RN)
- Jimerson, Suzanne F.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Cornell University, 1972; M.S., University of Maryland, 1976; (RN)
- **Jones, L. Colette**, Acting Chairperson, Primary Care Nursing and Assistant Professor
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- *Keen, Mary Frances**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
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- Kennedy, Patricia H.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1962; M.S., 1963; (RN)
- Kleeman, Karen M.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Columbia Union College, 1968; M.S., University of Colorado, 1971; (RN)
- **Kohler, Helen R.**, Director, Outreach Program and Associate Professor of Nursing (Community Health Nursing)
B.S., University of Pennsylvania, 1960; M.S., University of Minnesota, 1962; Ph.D., University of North Carolina, 1974; (RN)
- Koonz, Frances P.**, Director of Continuing Education and Assistant Professor
B.S., Seton Hall University, 1954; M.S., Catholic University of America, 1961; (RN)
- Krauss, Nancy E.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1967; (RN)
- Kreider, Mildred S.**, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S.N., Goshen College, 1958; M.S., University of Maryland, 1968; Ph.D., 1976; (RN)
- Kub, Joan Ellen**, Instructor of Nursing (Community Health Nursing)
B.S., South Dakota State University, 1973; M.S., University of Maryland, 1976; (RN)
- Kubel, Robin**, Assistant Professor of Maternal and Child Nursing (Graduate Program)
B.S.N., Fairleigh Dickinson University, 1967; M.S., University of Maryland, 1971; Ph.D., 1976; (RN)
- Kunder, Antonia**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Colorado, 1968; M.S., University of Maryland, 1973; (RN)
- Ledy, Susan**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Elizabethtown College, 1970; M.S.N., University of Pennsylvania, 1972; (RN)
- Lenz, Elizabeth R.**, Director of Doctoral Program and Associate Professor (Graduate Program)
B.S.N., DePaul University, 1964; M.S., Boston College, 1967; Ph.D., University of Delaware, 1976; (RN)
- Linthicum, Louise R.**, Associate Professor of Nursing (Maternal and Child Nursing)
B.S., Johns Hopkins University, 1959; M.S., University of Maryland, 1964; Ph.D., 1975; (RN)
- McBee, Betty M.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., University of Maryland, 1967; M.S., 1971; (RN)
- **McElroy, Evelyn M.**, Associate Professor of Psychiatric Nursing (Graduate Program)
B.S., University of Colorado, 1961; M.S., University of Maryland, 1966; Ph.D., 1973; (RN)
- McEntee, Betty M.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Seton Hall University, 1968; M.S., University of Maryland, 1973; (RN)
- McFadden, Ellen A.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Virginia, 1973; M.S., University of Maryland, 1974; (RN)
- McGinty, Margaret A.**, Assistant Professor of Nursing (Medical and Surgical Nursing) B.S., University of Maryland, 1971; M.S., 1974; (RN)
- McGurn, Wealtha C.**, Associate Professor of Primary Care Nursing (Graduate Program)
B.S.N., University of Vermont, 1961; M.S., University of Pennsylvania, 1965; M.A., 1971; Ph.D., 1976; (RN)
- McKinney, Denise**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Delaware, 1973; M.S., University of Maryland, 1978; (RN)
- Madison, Ann**, Assistant Dean for Academic Services and Associate Professor
B.S., University of Maryland, 1962; M.S., University of Pennsylvania, 1964; Ph.D., University of Maryland, 1973; (RN)
- Maguire, Maureen**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S.N., University of Pennsylvania, 1969; M.S.N., 1971; (RN)
- Marsan Mosely, H. Jewel**, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1959; M.S., 1963; (RN)
- Martin, Pamela**, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Cincinnati, 1964; M.S., University of Maryland, 1977; (RN)
- Matejski, Myrtle S.**, Assistant Professor, Career Development: Teaching of Nursing (Graduate Program) B.S., Boston University, 1953; M.S., 1954; A.M., 1958; Ph.D., University of Maryland, 1977; (RN)

- Mayer, Judith A.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., Northern Illinois University, 1973; M.S., 1974; (RN)
- Maurer, Frances**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., California State University, 1977; M.S.N., University of Maryland, 1979; (RN)
- Melcolm, Norma J.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1969; (RN)
- *Micka, Georgia**, Instructor of Primary Care Nursing (Graduate Program)
B.S., Columbia University, 1966; M.S., University of Maryland, 1979; (RN)
- Miller, Patricia**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Loyola College, 1974; B.S., Johns Hopkins University, 1977; M.S., University of Maryland, 1979; (RN)
- Modesty, Maureen O'Brien**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Boston College, 1964; M.A., Boston University, 1967; (RN)
- Morgan, Ann**, Assistant Professor of Nursing (Continuing Education)
B.S.N., Catholic University of America, 1960; M.S.N., 1971; (RN)
- Moser, Rose Marle**, Counselor
B.A., University of Pennsylvania, 1976; M.S., 1977
- Naughton, Brian**, Director, Instructional Media Center and Assistant Professor
B.S., State University of New York, 1970; M.A., Ohio State University, 1971
- Neal, Margaret T.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Southern Missionary College, 1965; M.S.N., Catholic University of America, 1970; (RN)
- Neal, Mary V.**, Chairperson, Maternal and Child Nursing and Professor (Graduate Program)
B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952; Ph.D., New York University, 1968; (RN)
- Neff, Phyllis**, Instructor of Nursing (Maternal-Child)
B.S., University of Maryland, 1976; M.S., University of Maryland, 1979
- *Niklewski, Roberta**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., St. Joseph College, 1972; M.S.N., University of Maryland, 1975; (RN)
- Northrop, Cynthia E.**, Assistant Professor of Gerontological Nursing (Graduate Program)
B.S., Columbia Union College, 1972; M.S., University of Maryland, 1975; J.D., University of Baltimore, 1979; (RN)
- O'Connor, Catherine E.**, Assistant Professor of Gerontological Nursing (Graduate Program)
B.S., University of Maryland, 1975; M.S., 1977; (RN)
- O'Mara, Ann M.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S.N., State University of New York, 1972; M.S.N., Catholic University of America, 1977; (RN)
- Parelhoff, Sally J.**, Assistant Professor of Nursing (Community Health Nursing)
B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1972; (RN)
- Parker, Barbara J.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Illinois, 1968; M.S., University of Maryland, 1972; (RN)
- Peeples, Robin**, Instructor of Nursing (Pediatrics)
B.S., University of South Carolina, 1975; M.S., University of Maryland, 1980
- Perry, Lesley**, Acting Chairperson, Senior Year and Assistant Professor (Pediatric Nursing)
B.S.N., Robert Wesleyan College, 1966; M.S., Boston University, 1969; (RN)
- Prescott, Patricia**, Associate Professor of Nursing, Center for Research and Evaluation
B.S., University of California, 1965; M.S., 1967; M.A., University of Denver, 1974; Ph.D., 1977; (RN)
- Proulx, Joseph R.**, Professor, Career Development: Administration of Nursing
B.S., University of Bridgeport, 1961; M.S.N., University of Pennsylvania, 1966; Ed.D., Teachers College, Columbia University, 1972; (RN)
- Rankin, Elizabeth**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., University of Maryland, 1970; M.S., 1972; Ph.D., 1979; (RN)
- Rapson, Mary**, Acting Chairperson, Junior Year, Assistant Professor
B.S., University of Maryland, 1961; M.S., 1967; (RN)

- Rawlings, Norma R.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., Winston—Salem University, 1964; M.S., University of Maryland, 1968; (RN)
- Reid, Marlene B.**, Chairperson, Psychiatric Nursing and Associate Professor (Graduate Program)
B.S.N., The Catholic University of America, 1960; M.S.N., 1961; Ph.D., 1969; (RN)
- Reiff-Ross, Eleanor R.**, Assistant Professor, Center for Research and Evaluation
A.B., Hunter College, 1947; A.M., Columbia University, 1948; M.Ed., University of Maryland, 1968; Ph.D., 1972
- Robinson, Lisa**, Professor of Psychiatric Nursing (Graduate Program)
B.S., American University, 1961; M.S., University of Maryland, 1965; Ph.D., 1970; (RN)
- Rogers, Peggy P.**, Assistant Professor, Center for Research and Evaluation
B.A., Park College, 1969; M.A., George Peabody College, 1974; Ph.D., 1976
- Romeo, Roberta M.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Medical College of Georgia, 1975; M.S., 1976; (RN)
- Rubin, Rita L.**, Instructor of Psychiatric Nursing (Graduate Program)
B.S., University of Maryland, 1974; M.S., 1978; (RN)
- Ruth, M. Virginia**, Chairperson, Community Health Nursing and Associate Professor (Graduate Program)
B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr. P.H., Johns Hopkins University, 1976; (RN) Certified Nurse Midwife
- Ryan, Judith W.**, Assistant Professor of Primary Care Nursing (Continuing Education)
B.S., University of Connecticut, 1965; M.S., Boston University, 1967; (RN)
- Sands, Rosetta F.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1966; M.S., 1970; (RN)
- Sapperstein, Anne**, Instructor of Primary Care Nursing (Continuing Education)
B.S.N., University of Maryland, 1971; M.P.H., Johns Hopkins University, 1977; (RN)
- Sappington, Ellen**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1974; M.S., 1976; (RN)
- Schweitzer, Betty**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., New York University, 1959; M.A., 1971; (RN)
- Scipio, JoAnn**, Instructor of Nursing (Maternal and Child Nursing)
B.S.N., Catholic University, 1973; M.S.N., 1974; (RN)
- Scott, Doris E.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., Dillard University, 1963; M.S., Boston University, 1968; (RN)
- Scott, Jane**, Instructor of Primary Care Nursing (Continuing Education)
B.S.N., Duke University, 1973; M.S.N., Wayne State University, 1978; (RN)
- Scott, Jessie M.**, Associate Professor, Career Development: Nursing Health Policy (Graduate Program)
B.S., University of Pennsylvania, 1943; M.A., Teachers College, Columbia University, 1949; (RN)
- Shelley, Sonya I.**, Director, Center for Research and Evaluation, Professor
B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1973
- Shubkagel, Betty L.**, Chairperson, Medical and Surgical Nursing and Professor (Graduate Program)
B.S., University of Maryland, 1954; M.N., Emory University, 1957; Ph.D., University of Maryland, 1976; (RN)
- Simmons, Valerie**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1976; M.S., 1977; (RN)
- Skinner, Suzanne**, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Maryland, 1976; M.S.N., 1979; (RN)
- Smith, Claudia M.**, Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1965; M.P.H., University of North Carolina, 1971; (RN)
- Smith, Ruth S.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
A.B., Asbury College, 1960; M.N.Ed., University of Pittsburgh, 1964; (RN)
- Soeken, Karen**, Assistant Professor, Center for Research and Evaluation
B.A., Valpariso University, 1965; M.A., University of Maryland, 1970; Ph.D.,
- Spellbring, Ann Marie**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Pennsylvania, 1967; M.S., University of Maryland, 1973; (RN)
- Spivack, Barbara J.**, Coordinator for Student Development Services A.B., Michigan State University, 1965; M.A., 1969

- Stanley, Joan M.**, Assistant Professor of Primary Care Nursing (Continuing Education)
B.S.N., Duke University, 1971; M.S., University of Maryland, 1978; (RN)
- Stilwell, Edna**, Assistant Professor of Gerontological Nursing (Graduate Program)
B.S.N., University of Maryland, 1962; M.S., 1972; (RN)
- *Strasser, Judith**, Instructor of Community Health Nursing (Graduate Program)
B.S., Villanova University, 1970; M.S., University of Maryland, 1975; (RN)
- Stremmel, Jean**, Assistant Professor (Continuing Education)
B.S., Johns Hopkins University, 1954; M.S., University of Maryland, 1973; (RN)
- Strickland, Ora**, Associate Professor Nursing (Graduate Program)
B.S., North Carolina Agricultural and Technical State University, 1970; M.S., Boston University, 1972;
Ph.D., University of North Carolina at Greensboro, 1977; (RN)
- Swope, Donna**, Instructor of Nursing (Maternal and Child)
B.S., University of Maryland, 1974; M.S., University of Maryland, 1978
- Thomas, Sue**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1969; M.S., 1972; Ph.D., 1979; (RN)
- Tyler, Sandra**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Columbia Union College, 1975; M.S., University of Maryland, 1978; (RN)
- **Urbaltis, Barbara**, Assistant Professor of Physiology
B.A., Hunter College, 1960; M.A., 1965; Ph.D., Cornell University, 1968
- Venn, Mary R.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Virginia, 1964; M.N., Emory University, 1968; (RN)
- Vore, Anne L.**, Instructor of Nursing (Pediatric Nursing)
B.S., Medical College of Virginia, 1967; M.S., Ohio State University, 1973; (RN)
- Waldo, Elizabeth M.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Cornell University, 1955; M.S., University of Maryland, 1974; (RN)
- Walker, Marcus L.**, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Teachers College, Columbia University, 1957; M.S., 1959; M.P.H., Johns Hopkins University, 1972;
Sc.D., 1976; (RN)
- Waltz, Carolyn A.**, Professor of Nursing, Center for Research and Evaluation (Graduate Program)
B.S., University of Maryland, 1963; M.S., 1968; Ph.D., University of Delaware, 1975; (RN)
- Ward, Catherine E.**, Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., Johns Hopkins University, 1954; M.S., Boston University, 1962; (RN)
- White, Caroline M.**, Associate Professor of Community Health Nursing (Graduate Program)
B.S., Columbia University, 1962; M.P.H., Johns Hopkins University, 1964; Dr. P.H., 1974; (RN)
- Williams, Linda L.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Columbia Union College, 1962; M.S., University of Maryland, 1970; (RN)
- Wimbush, Frances**, Instructor of Nursing (Medical and Surgical Nursing)
B.S.N., University of Maryland, 1976; M.S., 1979; (RN)
- Winkestein, Marilyn**, Instructor of Nursing (Maternal and Child Nursing)
B.S., University of Maryland, 1972; M.S., 1979; (RN)
- Winyali, Bette R.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., Johns Hopkins University, 1952; M.S., University of Maryland, 1976; (RN)
- Wolfe, Mary L.**, Assistant Professor, Center for Research and Evaluation
A.B., Western Reserve University, 1949; M.A., Bryn Mawr College, 1967; Ph.D., University of Delaware,
1974
- Wyatt, Janet S.**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., Keuka College, 1971; M.S., University of Alabama, 1974; (RN)
- Zalosh, Lynne**, Instructor of Nursing (Maternal and Child Nursing)
B.S.N., University of Maryland, 1975; M.S.N., 1977; (RN)

**Part-time appointment **Joint appointment with another department*

University of Maryland School of Nursing

1980-1981 Academic Calendar

Fall Semester 1980

August 21-22	Thursday-Friday	Registration (<i>Undergraduate</i>)
August 25	Monday	Orientation (<i>Graduate</i>)
August 26	Tuesday	Arena Registration (<i>Graduate</i>)
August 26	Tuesday	Orientation (<i>Undergraduate</i>)
August 27	Wednesday	Instruction Begins
September 1	Monday	HOLIDAY - Labor Day
September 16	Friday	Last Day, Jan. 1981 Diplomas
November 3-14	Monday-Friday	Preregistration for Winter and Spring
November 27-28	Thursday-Friday	HOLIDAY - Thanksgiving
November 28	Friday	Last Day Certification-Thesis (<i>Graduate</i>)
December 5	Monday	Last Day Thesis Defense-Certification- Non-Thesis (<i>Graduate</i>)
December 19	Friday	Semester Ends

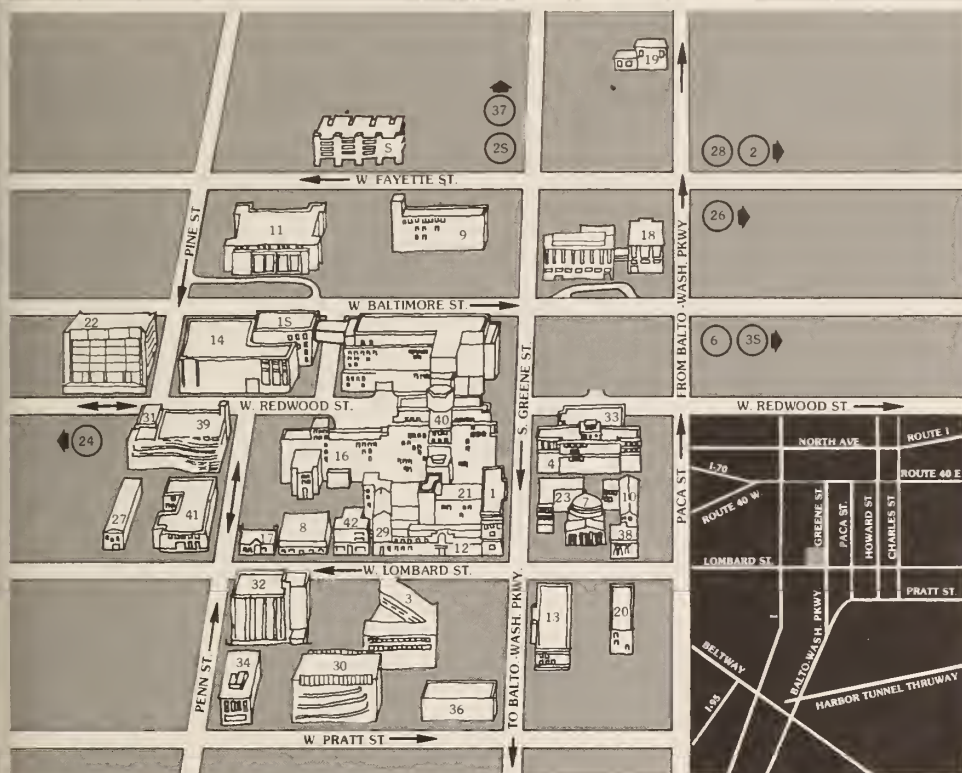
Winter Session 1981

January 5	Monday	Drop-Add Period for Winter (<i>Undergraduate</i>)
January 5	Monday	Arena Registration (<i>Graduate</i>)
January 5	Monday	Instruction Begins
January 15	Thursday	HOLIDAY - King's Birthday
January 30	Friday	Winter Session Ends

Spring Semester 1981

January 27	Tuesday	Instruction Begins-Clinical Courses (<i>Undergraduates</i>)
January 29	Thursday	Orientation (<i>Graduate</i>)
January 30	Friday	Drop-Add Period for Spring (<i>Undergraduate</i>)
January 30	Friday	Arena Registration (<i>Graduate</i>)
February 2	Monday	Instruction Begins (<i>Graduate</i>)
February 2	Monday	Instruction Begins-Non-Clinical Nursing Courses (<i>Undergraduates</i>)
February 20	Friday	Last Day, May 1981 Diplomas
February 23	Monday	HOLIDAY - Washington's Birthday
April 13-17	Monday-Friday	Spring Break
April 20	Monday	Last Day Certification-Thesis (<i>Graduate</i>)
April 20-24	Monday-Friday	Preregistration, Fall 1981
May 8	Friday	Last Day Thesis Defense-Certification Non-Thesis (<i>Graduate</i>)
May 28	Thursday	Semester Ends
May 28	Thursday	Convocation - 9:00 A.M.
May 29	Friday	Commencement - 3:00 P.M.
June 1	Monday	HOLIDAY - Memorial Day

Campus Map



BUILDING KEY, UNIVERSITY OF MARYLAND AT BALTIMORE

- 1 Allied Health Professions Building, 32 S Greene Street
Medical Technology, School of Pharmacy, Physical Therapy, Radiologic Technology classrooms, offices, laboratories
- 2 Alpha House, 828 N Eutaw Street (off campus)
- 3 Baltimore Union, 621 W Lombard Street
Cafeteria, student housing, meeting rooms for students and faculty, lounges, game room, Synapse
- 4 Bressler Research Building, 29 S Greene Street
Medical school research labs, Baltimore offices of the university's Board of Regents
- 5 Walter P. Carter Center, 630 W Fayette Street
The university uses this facility jointly with the Inner City Mental Health Program and the State Department of Mental Hygiene
- 6 Community Pediatric Center, 412 W Redwood Street (off campus)
Innovative program of comprehensive health care for children in southwestern health district. Federally funded
- 7 Davidge Hall, 522 W Lombard Street
Built in 1812 and designed by Robert Carey Long Sr., who used the Pantheon in Rome as his model. The oldest building in the nation used continuously for medical education. The university's Medical Alumni Association plans to restore the building to its original state and open it to the public as a medical museum
- 8 Dunning Hall, 636 W Lombard Street
School of Pharmacy classrooms and offices, drug manufacturing lab, poison information center
- 9 Fayette Street Garage, 633 W Fayette Street
- 10 Gray Laboratory, 520 Rear W Lombard Street
Physical Therapy Office, Campus Police, Center for the Graduate Social Work Education of the Hearing Impaired
- 11 Hayden Hams Hall, 666 W Baltimore Street
Baltimore College of Dental Surgery, Dental School, clinics, classrooms, labs, offices
- 12 Health Sciences Computer Center, 610 W Lombard Street
Computer Center, pharmacy school offices and labs, Medical Technology labs, Division of Clinical Investigation, Office of Student Affairs
- 13 Health Sciences Library, 111 S Greene Street
Main library for all professional schools except the School of Law. Includes historical book collection and computerized circulation and information services
- 14 Howard Hall, 660 W Redwood Street
Central Administration offices, medical school classrooms, offices, labs
- 15 Howard Hall Tower, 655 W Baltimore Street
Medical school classrooms, offices, labs. Administrative offices of the medical school, including the office of dean and vice chancellor
- 16 Institute of Psychiatry and Human Behavior, 645 W Redwood Street (E, F and G wings of the hospital)
The medical school's center for psychiatric teaching and research as well as inpatient and outpatient care
- 17 Kelly Memorial Building, 650 W Lombard Street
Headquarters of Maryland Pharmaceutical Association. B. Olive Cole Museum
- 18 Lane Hall, 500 W Baltimore Street
School of Law classrooms, offices, library, Developmental Disabilities Law Clinic
- 19 Legal Services Clinic, 116 N Paca Street
- 20 Lombard Building, 511 W Lombard Street
Bookstore, University Relations
- 21 Maryland Institute for Emergency Medical Services, 22 S Greene Street
The first major trauma program in the nation, combining multidisciplinary teaching and research with expert round-the-clock care for the critically ill and injured in the state.
- 22 Medical School Teaching Facility, 10 S Pine Street
Medical school classrooms, offices, research labs, animal facility, Office of Medical Education, Illustrative Services
- 23 Medical Technology Building, 31 S Greene Street
Medical school offices, labs
- 24 Mencken House, 1524 Hollins Street (off campus)
- 25 Methadone Program, 104 N Greene Street (off campus)
- 26 National Pituitary Agency, 210 W Fayette Street (off campus)
Under contract with the National Institutes of Health, the University of Maryland administers the NPA, which is the official agency for collection and distribution of human pituitary hormones for research purposes.
- 27 Newman Center, 712 W Lombard Street
- 28 Nilsson House, 826 N Eutaw Street (off campus)
- 29 Parsons Residence Hall for Women, 622 W Lombard Street
- 30 Pratt Street Garage and Athletic Facility, 646 W Pratt Street
- 31 Redwood Hall, 721 W Redwood Street
Division of Alcoholism and Drug Abuse offices, clinical areas
- 32 School of Nursing Building, 655 W Lombard Street
Nursing school classrooms, offices.
- 33 School of Social Work and Administration Building, 525 W Redwood Street
Office of the chancellor, School of Social Work and Community Planning classrooms, offices.
- 34 State Medical Examiner's Building, 111 Penn Street
- 35 Stroke Center, 412 W Redwood Street (off campus)
- 36 Temporary Academic Building, 601 Rear W Lombard Street
School of Social Work and Community Planning classrooms, offices
- 37 Tuerk House, 106 N Greene Street (off campus)
Residential facility for alcoholism programs of the University of Maryland Hospital. (Also Alpha and Nilsson Houses.)
- 38 University College, 520 W Lombard Street
Offers degree and non-degree educational programs. Juvenile Law Clinic
- 39 University Garage, 701 W Redwood Street
Helistop
- 40 University of Maryland Hospital, 22 S Greene Street
- 41 Western Health Clinic, 700 W Lombard Street
- 42 Whitehurst Hall, 624 W Lombard Street
Graduate School office, nursing, pharmacy, social work and community planning offices, classrooms

For Additional Information

University of Maryland School of Nursing

<i>Program Information</i>	Office of Dean School of Nursing, University of Maryland 655 W. Lombard Street, Baltimore 21201
<i>Undergraduate</i>	528-7503
<i>Graduate</i>	528-6711 or 12
<i>Admissions or registration</i>	Office of Admissions and Registrations University of Maryland, Baltimore Howard Hall, Room 132 660 W. Redwood Street, Baltimore 21201

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the institution's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interests of the university community, that person may be required to withdraw from the university.



Carles Alder
10746 Marine Ave
Seymour, Ind. 21984

SCHOOL OF NURSING

UNIVERSITY
OF MARYLAND
AT BALTIMORE
1982-1984

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OF MARYLAND
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Louisa Parsons League

Named in honor of the inspiring student of Florence Nightingale who served as the first director of the School of Nursing, the Louisa Parsons League was established in 1981 to recognize those alumni and friends whose generous gifts reflect a substantial commitment to the continued development of the School and the tradition of excellence in education and service set by our foundress for the people of the State of Maryland. Because of Miss Parson's success, Miss Nightingale honored the program's graduates with the use of a cap of point d'esprit of her design.

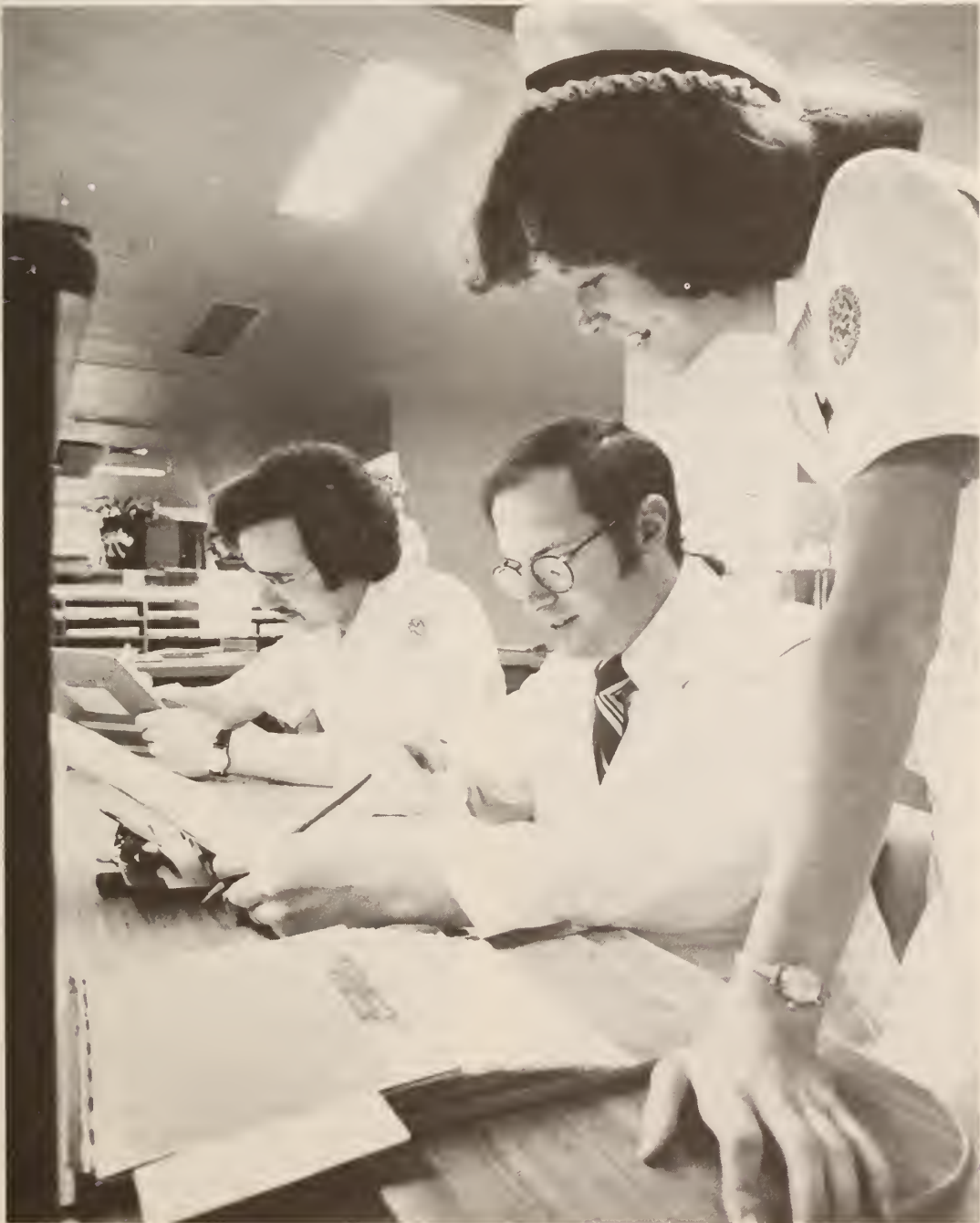
Members of the Louisa Parsons League become an integral part of the School of Nursing and are involved in opportunities of mutual benefit. In addition, they may elect to enjoy simultaneous membership and recognition from the President's Club of the University of Maryland system.

Virginia Lee Franklin
Grace Elgin Hartley

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GENERAL INFORMATION



Statement of Philosophy

The School of Nursing, an autonomous educational unit within the University of Maryland, derives the broad outlines of its purpose and functions from the philosophy and policies of the University. The faculty of the School of Nursing is accountable for implementing the triad of University functions: teaching, research and service, and recognizes the interrelationships between teaching, research, and practice in nursing. Through participation in research and utilization of valid research findings, teachers and learners contribute to effective nursing practice. These functions and activities are attuned to the ever-changing needs of society in the global community.

Inherent in the practice of nursing is the shared belief that man is an integration of components and processes that cannot exist independently of each other. Internal and external environmental influences alter man's state of health along the continuum of time. When manipulation of these forces is required to enhance man's potential for health, nursing can function to bridge the gap between potential and actual health states.

The goal of professional nursing is to assist the individual, the family and the community in the development of their potential by helping each to gain, maintain or increase an optimal level of health. The nurse becomes an integral part of the environment of the client, acting with awareness of selected factors and interacting in a dynamic way within that environment. Through a mutual relationship based on trust, the nurse demonstrates respect for the client's autonomy, integrity, dignity and feelings, and recognizes rights and responsibilities. This kind of nursing is best fostered in a delivery system which is responsive to the range of internal and external forces affecting health care, strengthening the forces which contribute to higher states of health and diminishing those which lead to reduced levels of health. The goal of nursing is achieved through recognition of specific needs of consumers and the mobilization and distribution of resources to meet those needs. The effective operation of the health care system requires essential input from both consumers and professional nurses to achieve desired goals.

Education is an on-going process which involves the teacher and the learner in pursuing and sharing knowledge in an organized setting with planned experiences resulting in desired

behavioral change. Believing in democratic principles, the faculty emphasizes its faith in the individual as a being of inherent worth and dignity and as having the right and responsibility to participate in the educative process to the extent of one's capabilities. Learning is enhanced in a setting which encourages analytical evaluations of existing health practices and open communication among members of the various health services. Under the guidance of the faculty, purposeful behavior is developed and encouraged in students through the incorporation of knowledge from the humanities and the behavioral, biological and physical sciences as well as from current theory and practice in professional nursing.

The three education programs within the School of Nursing, undergraduate, graduate and continuing education, have evolved from and are in agreement with this philosophy. Elaboration of this basic philosophy will be found in sections of this bulletin dealing with the undergraduate program, the graduate program and the continuing education program.

History

The School of Nursing, one of six professional schools of the University of Maryland at Baltimore, was established on December 15, 1889 by Miss Louisa Parsons in the old University Hospital Building which was located on Lombard and Greene Streets. Miss Parsons was a student of Florence Nightingale and a graduate of Miss Nightingale's school at St. Thomas' Hospital in London. The original curriculum of the University of Maryland Training School, which required two years for completion, was extended to three years in 1902. In 1920 the School of Nursing became a separate unit of the University administered by the hospital. An optional five-year curriculum was instituted in 1926 combining two years of arts and sciences on the College Park campus and three years at the School of Nursing in Baltimore. Both a Bachelor of Science degree and a Diploma in Nursing were awarded upon completion of the five year program. This sequence, as well as the three-year hospital school, phased out in 1952 when Dr. Florence M. Gipe, now dean emerita, became dean of the new autonomous four-year program leading to the Bachelor of Science degree in Nursing.

In 1954 the School of Nursing became a department of the Graduate School which awards



a Master of Science degree with a major in nursing to qualified candidates. One of Dean Gipe's lasting contributions to nursing education in the South was her leadership in establishing graduate education within the Nursing Council of the Southern Regional Education Board. Together with the deans of five other Schools of Nursing with accredited graduate programs, she pioneered in setting guidelines and interpreting the need for graduate programs of high quality.

The employment of a director of continuing education in 1969 resulted in much appreciated services to nurses throughout Maryland. Subsequent development of regional committees has involved large numbers of nurses in planning for continuing education programs geared to specific interests and needs (See Continuing Education, page 59). A multimedia self-instructional grant from the Division of Nursing, Department of Health, Education and Welfare, during 1969-74, provided the stimulus for the development and use of newer teaching-learning strategies. An Instructional Media Center staffed with nursing faculty and skilled technicians has continued to be a valuable resource to faculty and students.

A research development grant from the Division of Nursing, Department of Health, Education and Welfare, which was available to the School of Nursing from 1970 to 1975 served to increase faculty's involvement in research. The establishment of a Center for Research in 1975

provided for the coordination of research courses as well as additional support services to both faculty and students.

Since early days, the baccalaureate curriculum has been available to registered nurses who wished to pursue further study. However, in recent years faculty have put forth great effort to encourage nurses who demonstrated motivation and ability to avail themselves of options which increasingly are available to the adult learner in higher education. Admission to the School's integrated upper division program is facilitated by administration of challenge examinations. Clinical experiences available to R.N.'s provide innovative approaches to meeting objectives of the baccalaureate curriculum.

Further evidence of the School's concern for enlarging the pool of baccalaureate prepared nurses in Maryland was the institution in 1975 of an outreach program for "community bound" nurses in Western Maryland and the Eastern Shore. The first outreach baccalaureate program class graduated in June, 1978. In the fall semester, 1980, the master's degree program initiated outreach classes for students in Western Maryland and on the Eastern Shore.

Because of limitations in the availability of clinical facilities in the Baltimore metropolitan area, it has been necessary to restrict admissions to the junior class to approximately 300 students. Beginning Fall 1982, a select number of junior level students will be admitted each year to an expansion of the nursing program to be located at University of Maryland Baltimore County.

The new master's curriculum, which was granted approval by the Graduate School early in 1976, is characterized by flexibility in the choices offered to students. The revision also was responsible for the creation of a new Department of Primary Health Care. In 1978, the opportunity for specialization in gerontological nursing was added to the master's curriculum, and in 1979, an area of concentration in nursing health policy was developed. In addition to preparing competent practitioners to meet current health care needs, both curricula endeavor to provide graduates with a foundation to adapt to and influence changing trends in health care delivery.

During the 1977-78 academic year, the second dean of the School of Nursing, Dr. Marion I. Murphy, announced her retirement plans. She served as dean from 1967-78, guiding the School and faculty with imaginative and assert-

ive leadership and levels of preparation. In her final year as dean, a substantive proposal for a doctoral program in nursing leading to the award of a Ph.D. degree was developed and approved by the University. The doctoral program in nursing was implemented in the fall semester, 1979. The addition of this program increases the level of educational preparation offered by the School of Nursing and is congruent with and supportive of the missions of the University.

Nurses' Alumni Association

Organized in 1895, School of Nursing alumni provided early leadership in the organization of the Maryland Nurses' Association and in passage of the Nurses' Licensing Act of 1903. Over the years alumni have demonstrated not only their strong support of the School but awareness of changes taking place in nursing. Although incorporated as Alumnae, the Association changed its title to Alumni in 1964, thus establishing the eligibility of men graduates for membership. The historic pin, designed by Tiffany's for the class of 1894, bore the inscription Nurses' Alumni Association until 1970 when, by action of the Association, the lettering for future graduates was changed to School of Nursing, University of Maryland. The Nightingale cap, bestowed by the School's founder, Louisa Parsons, remains the property of the Alumni Association. Since 1968, all baccalaureate graduates of the School of Nursing are eligible to purchase the cap.

The Campus: The University of Maryland at Baltimore

The tradition of education of the human service professions on the Baltimore campus began with the founding of the School of Medicine in 1807. The Dental School was the first in America; other professional schools in order of date of origin are Law, Pharmacy, Nursing and Social Work and Community Planning. These professional schools represent a tremendous resource to the community in which they are located. Also, their proximity to one another offers rich opportunity for interprofessional activities of a service and research nature. The professional schools of the University of Maryland at Baltimore have accepted as one of their major missions, the leadership responsibility for the continuing improvement of health care delivery in Maryland. This will be accomplished

by educating and training the appropriate kinds and numbers of professionals to meet the needs of the people of the state. The development of improved methods of health care delivery will be incorporated into the education process, including those which ensure efficiency and establish standards for quality of care.

The UMAB campus is situated in the heart of the downtown section of Baltimore, a city whose early historic origins are rivaled only by tremendous urban center developments in recent years. Baltimore is one of the foremost commercial, cultural and scientific centers on the Eastern seaboard and offers unlimited extracurricular activities to students and visitors.

Accreditation and Membership

The University of Maryland is a member of the Association of American Colleges and is accredited by the Middle States Association of Colleges and Secondary Schools. The undergraduate and graduate programs of the School of Nursing are accredited by the National League for Nursing; the School also maintains membership in the Council of Member Agencies of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing. The baccalaureate program is approved by the Maryland State Board of Examiners of Nurses. The School is represented in the Council on Collegiate Education for Nursing of the Southern Regional Education Board by the dean, associate deans for undergraduate and graduate studies and the assistant dean for continuing education. The School also is a member of the American Association of Colleges of Nursing.

Equal Opportunity

Qualified applicants are admitted without discrimination in regard to age, creed, ethnic origin, marital status, handicap, race and sex. The enrollment of the racial minority student, the male student, and the adult learner has been increasing annually. In line with its stated philosophy, the School of Nursing encourages students with diversified backgrounds to seek admissions to the baccalaureate and graduate programs, thereby enriching the educational experience for all.

Similarly, effort is made to recruit faculty with diversified backgrounds particularly representatives of minority groups. Although all faculty carry certain common responsibilities, the

black or male faculty member undeniably becomes a role model further illustrating the School's commitment to affirmative action.

Registration on Campuses Within the University of Maryland System

Registration at one of the University of Maryland campuses permits a student to register for courses (space available) offered by another campus within the University of Maryland system.

Insurance Coverage

All nursing students, undergraduate and graduate, enrolled for clinical nursing courses, are required to carry malpractice liability insurance.

Determination of In-State Status for Admission, Tuition and Charge Differential Purposes

An initial determination of in-state status for admission, tuition and charge differential purposes will be made by the university at the time a student's application for admission is under consideration. The determination made at that time and any determination made thereafter shall prevail in each semester until the determination is successfully challenged prior to the last day available for registration for the forthcoming semester. A determination regarding in-state status may be changed for any subsequent semester if circumstances, as later defined, warrant redetermination.

General Policy

1. It is the policy of the University of Maryland to grant in-state status for admission, tuition and charge differential purposes to United States citizens and to immigrant aliens lawfully admitted for permanent residence in accordance with the laws of the United States, in the following cases:

- a. where a student is financially dependent upon a parent, parents or spouse domiciled in Maryland for at least six consecutive months prior to the last day available for registration for the forthcoming semester
- b. where a student is financially independent for at least the preceding 12 months and

provided the student has maintained his domicile in Maryland for at least six consecutive months immediately prior to the day available for registration for the forthcoming semester

- c. where a student is a spouse or a dependent child of a full-time employee of the university
 - d. where a student who is a member of the Armed Forces of the United States is stationed on active duty in Maryland for at least six consecutive months immediately prior to the last day available for registration for the forthcoming semester, unless such student has been assigned for educational purposes to attend the University of Maryland.
 - e. where a student is a full-time employee of the University of Maryland.
2. It is the policy of the University of Maryland to attribute out-of-state status for admission, tuition and charge differential purposes in all other cases.
3. Each campus of the University will be responsible for making the in-state determination for the prospective or enrolled student.
4. In-state status is lost at any time a financially independent student establishes a domicile outside the State of Maryland. If the parent (s) or other persons through whom the student has attained in-state status establish a domicile in another state, the student shall be assessed out-of-state tuition and charges six months after the out-of-state move occurs.

A complete statement of this policy is available from the Office of Admissions, Room 132 Howard Hall, 660 West Redwood Street, Baltimore, Maryland 21201.

Statement of Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity*

Preamble

At the heart of the academic enterprise are learning, teaching, and scholarship. In universities these are exemplified by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. In the traditions of the academic enterprise, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following

statements do not imply a contract between the teacher or the University and the student, they are nevertheless conventions which the University believes to be central to the learning and teaching process.

Faculty Rights and Responsibilities

1. Faculty shall share with students and administration the responsibility for academic integrity.
2. Faculty are accorded freedom in the classroom to discuss subject matter reasonably related to the course. In turn they have the responsibility to encourage free and honest inquiry and expression on the part of students.
3. Faculty are responsible for the structure and content of their courses, but they have the responsibility to present courses that are consistent with their descriptions in the University catalog. In addition, faculty have the obligation to make students aware of the expectations in the course, the evaluation procedures, and the grading policy.
4. Faculty are obligated to evaluate students fairly and equitably in a manner appropriate to the course and its objectives. Grades shall be assigned without prejudice or bias.
5. Faculty shall make all reasonable efforts to prevent the occurrence of academic dishonesty through the appropriate design and administration of assignments and examinations, through the careful safeguarding of course materials and examinations, and through regular reassessment of evaluation procedures.
6. When instances of academic dishonesty are suspected, faculty shall have the right and responsibility to see that appropriate action is taken in accordance with University regulations.

Student Rights and Responsibilities

1. Students shall share with faculty and administration the responsibility for academic integrity.
2. Students shall have the right of inquiry and expression in their courses without prejudice or bias. In addition, students shall have the

right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.

3. Students shall have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
4. Students shall have the right to be evaluated fairly and equitably in a manner appropriate to the course and its objectives.
5. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such assistance as may be specified or approved by the instructor is allowed.
6. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
7. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

Institutional Responsibility

1. Campuses or appropriate administrative units of the University of Maryland shall take appropriate measures to foster academic integrity in the classroom.
2. Campuses or appropriate administrative units shall take steps to define acts of academic dishonesty, to insure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students guilty of acts of academic dishonesty.
3. Campuses or appropriate administrative units shall take steps to determine how admission or matriculation shall be affected by acts of academic dishonesty on another campus or at another institution. No student suspended for disciplinary reasons at any campus of the University of Maryland shall be admitted to any other University of Maryland campus during the period of suspension.

**Adopted May 8, 1981, by the Board of Regents*

**INSTRUCTIONAL FACILITIES
AND RESOURCES**



Health Sciences Library

The principal library for the campus is the Health Sciences Library which is located near the School of Nursing. The library, which houses more than 240,000 bound volumes and over 3,100 current periodical subscriptions, is ranked one of the top 15 health sciences libraries in the nation. Its collection serves the Schools of Nursing, Pharmacy, Dentistry, Medicine, and Social Work and Community Planning. The subject scope encompasses the basic biomedical and health-related sciences as well as the social and behavioral sciences. Thus, in providing literature to support the teaching, research and health care programs on the campus, the library makes available a wide range of materials to the nursing community.

The Health Sciences Library has established an innovative outreach service program which adds a new dimension to library service. Each of six Information Specialist librarians is assigned to one of the professional schools on campus. The Information Specialists participate in collection, evaluation, and development in the respective subject areas related to their assigned professional school. They also teach seminars on information retrieval, provide orientations to the library, perform traditional reference service, and provide general services as well as being responsible information consultants.

Computerized Reference and Bibliographic Service (CRABS) is another service the library provides. The library has access to over 30 computer data bases in the sciences and the social sciences including MEDLINE, Psychological Abstracts, ERIC, TOXLINE, and Social Sci—Search. Using the Information Specialist as an intermediary, the patron is able to obtain a list of current references in a matter of minutes. Interlibrary Loan Service is available for needed materials not held in the library collection.

Self-service photocopy machines are available on all floors of the library. The library is open 8 A.M.—10 P.M. (Monday—Friday), 9 A.M.—5 P.M. (Saturday) and noon—8 P.M. (Sunday). Special holiday and summer hours are posted.

Nursing Media Center

The School of Nursing offers opportunity for both individual and group learning activities in the Nursing Media Center.

Self-Instruction: The rationale for this approach is that the knowledge and skills needed by individual nursing students vary at any given time. Availability of appropriate materials in self-instructional format provides for this diversity of needs. As the result of a special project, a group of faculty and technicians developed and produced a large number of multimedia self-instructional study units. In addition, commercially prepared materials have been purchased as appropriate to meet students needs. The environment for self-study is an Instructional Media Laboratory with 68 carrels containing a variety of equipment. Undergraduate students may be required to study specific units as course requirements and may pursue other self-instructional materials relevant to their individual learning needs. Graduate students utilize the laboratory on a selective basis.

Skills Practice: Undergraduate students who wish to practice certain nursing skills and procedures may do so in Skills Laboratories adjoining the Nursing Media Center. The laboratories contain typical clinical equipment which enables students to simulate direct care situations. In addition to faculty guidance, a Skills Nurse is available to assist students. Both the Nursing Media Laboratory and Skills Laboratories are open during the early morning and some evenings.

Group Instruction: Classroom instruction at the School of Nursing is supported through a variety of media services. 16MM projectors, overhead projectors, audio tape recorders, video tape recorders and other equipment are available for use in classes or seminars.

A library of film and other media catalogs is maintained to help faculty locate desired films, tapes and other resources. Materials for and assistance in the production of slides and overhead projector transparencies are available to faculty members who wish to make use of those techniques as well as to students on a cost recovery basis. The School also has a closed circuit television studio where live or taped programs can be produced and transmitted. A portable videotape system and production assistance are available for faculty and students who wish to videotape projects on their own. The University Hospital Media Center on the eleventh floor, as well as other campus Media Centers are also open to students.

Consultation: Consultation on the use and pro-



duction of audio-visual materials is provided by NMC faculty and staff. This consultation not only entails classroom applications of media, but grant proposal, research, outside presentations and all other applications as well.

Center for Research

As nursing moves forward in the establishment of its own theoretical base and explores its relationship to other human services, research has assumed new dimensions. The School of Nursing provides introductory courses in research methodology for undergraduate students and more advanced offerings for graduate students. The faculty of the Center for Research, in addition to teaching, are available to assist faculty and graduate students with research design, sampling procedures, techniques of measurement, data collection and analysis as well as preparation of reports and proposals. The Center has a Research Reading Room with a collection of 200 books primarily devoted to aspects of research methodology, selected journals, and a file of measurement instruments; and a Data Analysis Laboratory that houses a variety of mini-calculators and mini-computers for faculty and student use. Instruction in utilization of hardware in the laboratory is available. Computer service facilities on both the Baltimore and College Park campuses also are utilized extensively.

School of Nursing faculty and students participate in national as well as local research consortiums. Research of a multidisciplinary nature is increasingly possible as nursing and other health disciplines have identified common prob-

lems. The Center conducts two "Research Days" annually, provides regularly scheduled noon seminars, and hosts regional research conferences as part of its faculty development and community service program. A news letter, RSVP, is distributed biannually to 800 Schools of Nursing and hospitals throughout the country.

Student Services

The Office of Student Services is responsible for providing activities and services which assist students with personal and academic adjustment to the School of Nursing. Among the activities coordinated by the office are student orientation, Parents Day, Student Government Association, a peer tutorial program for minority students, a writing class, test taking and study skills classes, and Honors Convocation. Additionally, counselors are available to assist students who request counseling for personal difficulties.

Student Organizations

Several student organizations are active in the School of Nursing. Those organizations which function at the undergraduate level are as follows:

- Student Government Association
- Black Student Nurse Association
- Junior Class
- Senior Class
- "Pledge" Yearbook

Maryland Student Nurse Association
Graduate students are represented by Graduates in Nursing which is affiliated with the UMAB Graduate Student Association.

Scholastic Honors for Graduates

Honor Societies

National Honor Society of Nursing. Sigma Theta Tau, founded in 1922, is the national honor society of nursing; Pi Chapter was established at the University of Maryland in 1959. The purposes of Sigma Theta Tau are to recognize superior scholarship achievement, encourage and support research activities, and strengthen commitment to the ideas and purposes of the nursing profession.

Candidates for membership are selected from the basic baccalaureate, the registered nurse, and the graduate programs as well as from the nursing community. Selection is based on scholastic achievement, leadership qualities, creativity, professional standards and commitment.

A scholarship is offered to a Junior, Senior and Graduate nursing student each year. Eligibility requirements are similar to those established for membership. Applications may be obtained from the Counselor of Pi Chapter.

Who's Who Among Students in American Universities and Colleges. Membership in this organization is open to juniors, seniors and graduate students in the School of Nursing. Both students and faculty participate in the nomination and selection of members on the basis of the following criteria: Scholarship ability, participation and leadership in academic and extracurricular activities, citizenship and service to the school, and potential for future achievement.

Phi Kappa Phi. Phi Kappa Phi is a national honor society which was established at the University of Maryland in 1920. Its objective is to foster and recognize outstanding scholarship, character and social usefulness in students from all areas of instruction. Candidates for membership are selected from the basic baccalaureate, the registered nurse and the graduate students in nursing.

Special Awards for Baccalaureate Graduates

The Edwin and L.M. Zimmerman Award is given by The Trustees of the Endowment Fund for the University of Maryland School of Nursing to the member of the graduating class who consistently demonstrates a high level of professional nursing practice in caring for patients.

The Frances Arnold Memorial Award is given

by the Women's Auxiliary to the member of the graduating class who has shown the most interest, enthusiasm and proficiency in neurosurgical nursing.

The Award for Excellence in Neurological Nursing is given by the Department of Neurology in the School of Medicine to the member of the graduating class who excels in neurological nursing.

The Evelyn Lundeen Award for Excellence in Pediatric Premature Care is given by the Department of Pediatrics in the School of Medicine to the member of the graduating class who excels in premature pediatric care.

The Loretta Ford Award for Excellence in Pediatric Ambulatory Care is given by the Department of Pediatrics in the School of Medicine to the student in the graduating class who excels in pediatric ambulatory care.

The Flora Hoffman Tarun Memorial Award is given from the Endowment Fund to a member of the graduating class for leadership, loyalty and school spirit.

The Elizabeth Collins Lee Award is given from the Endowment Fund to the student having the second highest average in scholarship.

The University of Maryland Alumni Association Award is given to the graduate with the highest average in scholarship.

The University of Maryland Alumni Association Award for leadership in a Campus Organization is given to one member of the graduation class.

The R.N. Faculty Award is given by the R.N. faculty to one R.N. graduating student who is outstanding in professional leadership.

Other Awards

School of Nursing students are eligible for several types of awards upon completion of the undergraduate or graduate program. The awards, which are presented at an academic convocation, have been donated by the Nurses' Alumni Association or other groups or individuals who wish to recognize outstanding individuals in the student body. Annually a Research Award is presented to a master's student in recognition of excellence in research, and an award is presented to the outstanding master's student in each area of concentration.

UNDERGRADUATE PROGRAM



Undergraduate Program Overview

The program in professional nursing, leading to the degree of Bachelor of Science in Nursing, is available to men and women who establish eligibility for admission. The first two years of preprofessional study (lower division course requirements) are available at University of Maryland campuses and at other accredited colleges or universities. On these campuses, the student pursues a program geared to providing fundamentals of a liberal education and subjects which are supportive to the study of nursing. The junior and senior years are devoted to completing the nursing major on the Baltimore City or Baltimore County Campus.

Registered nurses who desire to bring their previous preparation for nursing in line with requirements for the baccalaureate degree are encouraged to establish eligibility for admission. Credits previously earned at an accredited two or four-year college or university are assessed according to University of Maryland and School of Nursing policies governing transfer of credit. Opportunity to establish credit for certain foundational and nursing courses is provided.

The School of Nursing offers an expansion of the undergraduate program on the University of Maryland Baltimore County campus for a limited number of generic students. The curriculum at UMBC is identical to that which is offered at UMAB. Students admitted to the UMBC campus remain there for their entire program and receive their degree from UMBC. Transfer between campuses is not permitted. Students interested in attending the UMBC expansion should apply to the School of Nursing at UMAB. Students are not assigned to a particular campus of the University of Maryland until after they are accepted to the School of Nursing.

Objectives of the Undergraduate Program

The baccalaureate graduate of the University of Maryland School of Nursing is committed to the total well-being of people and demonstrates respect for their dignity, worth, autonomy and uniqueness. In ambulatory, community, and inpatient settings, the graduate provides effective nursing care that assists individuals, families and other groups at any point on the health continuum to attain, regain, or maintain their maximum level of health and functioning. The baccalaureate program provides a learning envi-

ronment which fosters purposeful self-direction and implementation of nursing care based on a deep grasp of nursing knowledge and skill, analytical thinking and discriminative judgment. As a result of the educative process, the graduate is able to assume beginning leadership in the practice of nursing. Awareness of nursing's effectiveness on the improvement of health care services to people gives impetus to the graduate's continuing search for knowledge which supports practice. To achieve these ends the graduate:

1. synthesizes selected concepts from the affective, cognitive, and psychomotor domains in formulating a philosophy of nursing;
2. uses affective, cognitive, and psychomotor behaviors in applying the nursing process to individuals and small groups;
3. demonstrates personal and professional growth with increasing self-direction;
4. demonstrates leadership in own nursing practice;
5. demonstrates responsible organizational behaviors in meeting professional goals within health care agencies;
6. collaborates in the assessment of and planning for meeting the health care needs of individuals and small groups;
7. improves own nursing practice through the evaluation and application of selected research.

Upper Division Program

The University of Maryland School of Nursing offers one undergraduate program which leads to a bachelor of science degree in nursing (B.S.N.). Two types of students are admitted to the upper division program: registered nurses and generic students.

Articulation Programs— An Advisement Tool

Both the registered nurse and the generic student must successfully complete an equivalency of two years of lower division college course work prior to matriculation in the baccalaureate program. The required lower division courses may be taken at any accredited institution of higher education. The following schools have designed special articulation programs which facilitate a student's admission to the School of Nursing:

Allegany Community College
Anne Arundel Community College



Catonsville Community College
 Cecil Community College
 Charles County Community College
 Chesapeake College
 The Community College of Baltimore
 Dundalk Community College
 Essex Community College
 Frederick Community College
 Garrett Community College
 Hagerstown Junior College
 Harford Community College
 Howard Community College
 Montgomery College
 Prince George's Community College
 Frostburg State College
 Morgan State University
 University of Maryland Baltimore County
 Campus
 University of Maryland College Park
 Campus
 University of Maryland Eastern Shore
 Campus
 Wor-Wic Community College

The articulation program for each of the above listed community colleges is described in a booklet entitled: *"Programs Articulated Between (insert one of the above) College and the University of Maryland at Baltimore City."* The booklet contains a list of the lower division courses offered at the particular institution that

meet the lower division requirements. This booklet is kept in the counseling center of each community college. The articulation program for the following institutions is listed in their college catalogue:

University of Maryland Baltimore County
 University of Maryland College Park
 University of Maryland Eastern Shore (Regular and Honors Programs available)
 Frostburg State College
 Morgan State University

These printed articulation programs can serve as valuable advisement tools. By using them, most students are able to determine which of their courses will be used in meeting the lower division course requirements for admission to the School of Nursing.

Pre-Admission Counseling Sessions

The staff of Admissions and Academic Progressions provides individual and small group counseling sessions for students interested in admission to the School. At the counseling sessions an explanation of the admission process is given and each attendee's academic credentials are evaluated. For an appointment for one of the sessions, phone the following number: (301) 528-6283.

**Foreign Students or Native Students
Who Attended Foreign Institutions**

The first step in the admissions process is to validate the completion or planned completion of the 59 lower division credit requirements prior to the student's anticipated matriculation date. To validate which of the credits taken at a foreign institution(s) will be accepted as fulfilling the School of Nursing's required lower division courses, the student must do the following: (1) file an official application with appropriate fee (2) have the appropriate officer at the foreign school(s) attended send an official transcript(s) with English translation to the Office of Admissions and Registrations at 660 W. Redwood Street, Baltimore, Maryland 21201. Since it takes approximately six months for the processing of documents received from a foreign country, it is critical that the student apply in early fall for the following fall's admission date. General admission requirements and those specific to the Registered Nurse will be used for foreign nurse applicants who are registered

to practice nursing in the United States and for those who will be registered by the anticipated matriculation date. General admission requirements and those specific to the generic student will be used for students who are not eligible for registration to practice nursing in the United States or who do not take and/or do not pass the State Board of Nursing Examination prior to the anticipated matriculation date.

Foreign students are required to take the Test of English as a Foreign Language. A score of 500 is considered to be an indication that the applicant could be successful in language comprehension and use.

Lower Division Requirements

Professional, upper division education in nursing requires a foundation of learning provided by required lower division college courses. Prior to fall matriculation in the undergraduate program, all students must have completed the following lower division course requirements at an accredited college or university:

<i>Course Requirements</i>	<i>Credits</i>
English Composition	6
Chemistry Including Lab (inorganic & organic content)	8
Human Anatomy & Physiology Including Lab ("C" or better grade)	8
Microbiology Including Lab ("C" or better grade)	4
*Social Sciences	9
Human Growth and Development (sophomore level)	3
**Humanities	12
Nutrition (sophomore level)	3
Electives	6
Minimum of	59

**Must include at least one course in sociology and one course in psychology.*
***Must include courses selected from at least three disciplines within the humanities areas, including three credits of college level mathematics.*

**Policies Governing Transfer of Lower
Division Credits**

The following is a list of policies which govern the transfer of college credits to the School of Nursing:

1. Human anatomy and physiology, chemistry and microbiology must be courses taken by students who plan to or could use them as credits toward a major in these areas. In other words, they cannot be terminal courses for nonmajors; i.e., students majoring in nursing, physical education, etc.

- 2. Required natural science courses (chemistry, microbiology and human anatomy and physiology) must include laboratory experience.
- 3. Courses in religion will be accepted in transfer when they have been taught within a framework which oversteps specific sectarian concerns and/or dogma. Religion courses whose content is exclusively/primarily limited to sectarian dogma will not be accepted in transfer.
- 4. Basic nutrition must be a course with prerequisites of organic chemistry and anatomy. Applicants should contact the Office of Admissions and Academic Progressions for the course



numbers of approved nutrition courses at Maryland institutions.

5. Humanities credit will be given for one "studio" course in the fine arts; (i.e., class in piano and painting) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).

6. "D's" are not transferable for anatomy and physiology and microbiology from either instate or out of state institutions. For other courses, Ds are transferable from instate public institutions only.

7. Courses taken on a Pass/Fail basis may be used for elective credits only.

8. A sophomore level human growth and development course covering content throughout the various stages of the lifespan is required. Applicants should contact the Office of Undergraduate Admissions and Academic Progressions for the course numbers of approved Human Growth and Development courses at Maryland institutions.

9. A college level mathematics course is required. The course should be one with a prerequisite of some college preparatory mathematics in high school.

10. Remedial and/or repetitive courses are not applicable for credit.

11. Nursing courses are not transferable.

(These are taught in the junior-senior years).

12. Foreign Language Humanities credit will be given for the first semester elementary course in a language (i.e., FREN 101, ITAL 101) only if additional credit is earned in that language. However, the first course can be used for elective credit even if no additional credit in that language is earned.

13. Social, physical and natural science courses taken 10 or more years prior to a student's matriculation date will not be accepted.

14. Only students with an overall grade point average of a 2.0 or better will be considered for admission.

15. Only 59 applicable credits are necessary for matriculation to the School of Nursing. A maximum of 62 credits will be applied toward the matriculation grade point average; additional credits earned by the student will be viewed by the Admissions Committee as credit for enrichment but will not be calculated in the student's matriculation grade point average.

16. Whenever possible, credits recorded on an applicant's transcript(s) will be used as the basis for calculating the matriculation grade point average rather than those grades resulting from courses listed on the "Courses In Progress" sheet, which is a form included in the official application.

17. No more than half of the 122 applicable credits required for graduation can be earned by examinations (see Departmental Examinations and CLEP, below).

Establishing Lower Division Credit by Examination

Departmental Examinations: Many two and four year colleges and universities provide an opportunity for students to take examinations for credit, provided the student has had some instruction and experience in the content of the course under consideration. Arrangements are made by students with the appropriate departments in the college in which they are matriculated on a full or part time basis. The School of Nursing will accept the credit earned by examination provided the course name and number, grade, and credits earned are on the transcript. (In most cases, Pass/Fail grades are not accepted).

CLEP: It is possible to earn credit by examination through the College Level Examination Program (CLEP) of the College Entrance Examination Board. The School of Nursing recognizes selected CLEP exam results for credit provided the student earns a grade determined acceptable. The results from the CLEP tests can be submitted to the Director of Admissions and Registrations, Room 132, Howard Hall, 660 West Redwood Street, Baltimore, Maryland 21201 for evaluation of the scores transferability.

Assessment Form

For Student Use Only/Not to be Submitted to the School

The following form is a model of the form used by admission officers in assessing an applicant's eligibility for admission. Interested students can use it to keep track of their progress in meeting lower division requirements.

Lower Division Requirements	Required Credit	Credit Earned	Grade	Q.P.	School	Year Taken
English Composition	6					
Chemistry with Laboratory (Including inorganic and organic content)	8					
Human Anatomy and Physiology with Laboratory	8					
Microbiology with Laboratory	4					
Social Sciences (9 cr.—includes sociology, psychology, anthropology, political science, economics, geography)						
One course <i>must</i> be in sociology and one <i>must</i> be in psychology						
	3					
	3					
	3					
Human Growth and Development (sophomore level)	3					
Humanities (12 cr.) Need courses from at least 3 of the following areas including 3 credits of college level mathematics, Literature, language, fine arts, history, philosophy, mathematics, public speaking						
	3					
	3					
	3					
	3					
Nutrition (sophomore level)	3					
Electives	6					
Matriculation G.P.A.						
Minimum	59					

Admission to the Upper Division

General Information for All Applicants

(1) *Rolling Admissions:* The University of Maryland School of Nursing utilizes the process of rolling admissions which means that the earlier one applies, the earlier one will hear about being accepted to the school.

(2) *Obtaining Application:* An application may be obtained from the following office between the middle of September and January 31st for the next admission class:

Office of Admissions and Registrations
University of Maryland, Baltimore
Howard Hall, Room 132
660 West Redwood Street
Baltimore, Maryland 21201
Phone No.: 528-7480

(3) *Application Deadline:* February 1st is the application deadline. Requests for exception to this deadline may be directed, in writing, to the Director of Admissions and Academic Progressions, 655 West Lombard Street, Baltimore, Maryland 21201.

(4) *Updating Admissions Information:* Students planning to apply to the School of Nursing for fall 1984 should contact the Director, Office of Admissions and Progressions, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201 in the spring of 1983 for possible changes regarding the admissions criteria.

(5) *CPR Requirement:* Generic and R.N. students are required to be certified in Cardiopulmonary Resuscitation prior to their enrollment in the School of Nursing. The certificate must be valid for the time period which covers the August of the year of their initial enrollment through June of the following year. Since students will need to maintain a valid CPR certificate during the entire enrollment in the School of Nursing they will need to be recertified at the appropriate time. The Office of Admissions and Academic Progressions will maintain the record of student certification.

Admissions Information—Specific to the Generic Applicant

(1) *Normal educational sequencing leading to a B.S.N. for the generic applicant:*

- graduation from high school
- completion of 59 lower division, preprofes-



sional course credits at an accredited college or university

—completion of 63 upper division, professional course credits

(State Board Examinations to become a registered nurse are taken following the awarding of the baccalaureate degree)

(2) *Applying for Admissions:* The School of Nursing matriculates generic students into upper division course work in the fall of each year. Students should apply for admission in the fall prior to their expected matriculation date. Students are eligible to apply after completing approximately 30 credits of the Lower Division pre-professional course work and developing a plan for completing the remaining 29 credits by the expected matriculation date. All applications will be considered where the applicant's overall grade point average is 2.0 or above. Admission is competitive and the basic criteria for determining admissions are:

- overall grade point average
- completion by February 1st of 44 semester hours of applicable (lower division) credits with a minimum distribution of these credits in the following categories: English—3 credits; required Natural Sciences—8 credits; Social Sciences—6 credits; Humanities—6 credits.

—written plan for completion of all required 59 lower division credits by matriculation date (admission preference given to those applicants who plan to complete all required 59

credits no later than the end of the first summer session prior to matriculation).

—successful completion of the Allied Health Professions Admissions Test. Applications for the Allied Health Professions Admission Test may be obtained from the following address:

Allied Health Professions Admission Test
The Psychological Corporation
304 East 45th Street
New York, New York 10017
Phone: (212) 888-3221

Applicants are strongly encouraged to take the Allied Health Professions Admission Test in either November or January prior to their requested matriculation date (Allied Health Professions Admission Test scores are valid for five admission years following the date the tests were taken).

Admissions Information—Specific to the Registered Nurse Student

(1) Normal educational sequencing leading to a B.S.N. for the Registered Nurse:

- graduation from an associate degree nursing program or diploma nursing program
- pass State Boards (failure to become licensed after a student has matriculated will result in his being immediately withdrawn from the program)
- completion of 59 lower division, preprofessional course credits at an accredited college or university
- completion of advanced placement examinations totaling 30 credits (6 credits are earned from faculty made tests and 24 credits are earned from tests developed by The American College Testing Program)
- completion of 32 upper division, professional course credits

(2) Applying for Admission: The School of Nursing matriculates approximately 120 registered nurses into upper division course work in the fall of each year. Students should apply for admission in the fall prior to their expected matriculation date. Students are eligible to apply after completing approximately 30 credits of the Lower Division preprofessional coursework and developing a plan for completing the remaining 29 credits by the expected matriculation date. All applications will be considered where the applicant's overall grade point average is 2.0 or above. Admission is competitive and the basic criteria for determining admissions are:

- overall grade point average
- completion by February 1st of 44 semester hours of applicable credits with a minimum distribution of these credits in the following categories: English—3 credits; required Natural Sciences—8 credits; Social Sciences—6 credits; Humanities—6 credits.
- written plans for completion of all required 59 lower division credits by matriculation date. (Admission preference is given to those applicants who plan to complete all required 59 credits no later than the end of the first summer session prior to matriculation).
- successful completion of advanced placement examinations.

Advanced Placement for the Registered Nurse

When the official application for upper division study is received by the School of Nursing, information about the Advanced Placement Examinations is forwarded to the applicant and includes study guides and registration forms for all the examinations. The required advanced placement examinations are as follows:

*NURS 311/312 Pathophysiological Concepts and Clinical Implications and Pharmacologic Agents and Clinical Applications	6 credits
Satisfactory performance on a mathematics mastery examination is also required	0 credits
**NURS 426 Professional Strategies	3 credits
***NURS 457 Maternal & Child Health Nursing	Total of
***NURS 554 Adult Nursing	21 credits
***NURS 503 Psychiatric/Mental Health Nursing	for these
	three
	examinations

**A minimum grade of "C" is required on this advanced placement examination.*

***A minimum score of 33 is required on this advanced placement examination.*

****A minimum score of 45 is required on each of these 3 tests.*

Nurs 311 and 312 are prepared by University of Maryland faculty members. Nurs 426, 457, 554, and 503 are prepared by the American College Testing Center. Those who would like to contact the Center directly may do so by writing to the following address:

ACT PEP
2201 North Dodge Street
P.O. Box 168
Iowa City, Iowa 52243

If an applicant fails Nurs 311, 312, or 426, (s)he must take the courses after matriculating in the program. Decisions as to when these courses are to be taken are the responsibility of the Director of Admissions and Academic Progressions. Students have two attempts to successfully pass Nurs 311, 312, 426, 457, 554 and 503. Students who fail to pass Nurs 457, 554, and 503 tests on the second attempt are allowed to apply to the generic program.

Advanced placement examinations must be retaken if the student does not matriculate in the upper division course of study within five admission years.

Unique Features of the Curriculum for Generic Students: Upper Division

The junior and senior year of the Nursing Curriculum are offered at the University of Maryland at Baltimore campus and the University of Maryland Baltimore County campus. The curriculum is based on an integrative model whereby students are taught by teachers who have specialized knowledge and skills in the area of maternal-child, psychiatric-community mental health, medical-surgical, community health nursing, and primary care nursing. All students work toward the same course objectives, although the teaching-learning methods may vary among faculty.

A faculty—student ratio of approximately 1:10 creates a learning situation whereby students have sufficient opportunity to learn the clinical skills required of professional nurses. Student placement for the junior year is an administrative decision. A lottery is used to make decisions concerning senior student placements.

A typical plan of study for the upper division nursing major follows:

JUNIOR YEAR

<i>Fall Semester</i>	<i>Credits</i>
NURS 314 Concepts of Nursing I	9
* NURS 311 Pathophysiological Concepts and Clinical Implications	3
* NURS 313 Introduction to Nursing Process	3
TOTAL	15
<i>Winter Session (Month of January)</i>	<i>Credits</i>
NURS 323 Stressors through the Life Span	3
TOTAL	3
<i>Spring Semester</i>	<i>Credits</i>
* NURS 315 Concepts of Nursing II	9
* NURS 312 Pharmacologic Agents and Clinical Applications	3
NURS 418 Special Topics—Electives in Health Related Courses	3
TOTAL	15

*These courses are challenged by R.N. students after applying to the upper division (Advanced Placement Examinations Nurs 457, 554 and 503 are equivalent to credits for Nurs 314 and Nurs 315 above; Nurs 426 is equivalent to Nurs 322).

SENIOR YEAR

<i>Fall Semester</i>		<i>Credits</i>
NURS 324/325 Concepts of Nursing IIIA or B		9
NURS 321 Leadership and Management in Health Care Settings		3
* NURS 322 Nursing in Society		3
** NURS 410 Research and Statistics		3
TOTAL		15
<i>Winter Session</i>		<i>Credits</i>
* NURS 326 Clinical Nursing Elective (may be taken by generic students in the summer)		3
TOTAL		3
<i>Spring Semester</i>		<i>Credits</i>
NURS 324/325 Concepts of Nursing IIIA or B		9
* NURS 322 Nursing in Society		3
** NURS 410 Research and Statistics		3
TOTAL		12

*Take with Nurs 324
**Take with Nurs 325

Unique Features of the Curriculum for Registered Nurse Students: Upper Division

The curriculum for the registered nurse is planned to maximize the strengths the registered nurse brings to the baccalaureate program. The registered nurse is viewed as an adult learner who possesses the special characteristics of a diverse life, educational and clinical experiences, and a high level of motivation that fosters independent and collaborative learning.

Clinical practice areas for the registered nurse

are provided through arrangements with a wide variety of health care agencies. All clinical coursework is under the supervision of faculty of the School of Nursing. Students are assigned to any one of a number of different agencies for the purpose of accomplishing the course objectives as determined by faculty.

A typical plan of full-time study appears below for R.N. students who have met the requirements for the preprofessional courses and have established credit through satisfactory completion of advanced placement examinations.

<i>Fall Semester</i>		<i>Credits</i>
NURS 334 Concepts of Nursing IVA		9
NURS 333 Client Assessment		2
NURS 418 Health Elective or		
NURS 410 Research and Statistics		3
TOTAL		14
<i>Winter Session (month of January)</i>		<i>Credits</i>
NURS 326 Clinical Nursing Elective or		
NURS 348 Seminar, Workshop		3
TOTAL		3

Spring Semester

Credits

NURS 335 Concepts of Nursing IVB	9
NURS 418 Health Elective or	
NURS 410 Research and Statistics	3
NURS 321 Leadership and Management in Health Care Settings	3
TOTAL	15

Students may not take more than 15 credits during the fall and spring semesters or 3 credits in the winter session without administrative approval from the Director of Admissions and Academic Progressions.

Part-Time Study

This option is available to a limited number of registered nurses who may complete the program in two or three academic years. Enrollment in certain courses may be limited depending upon demand.

General School Policies Related to Curriculum Matters

Policies Regarding Nursing Concepts Courses

The major nursing courses, i.e., NURS 314,315,324,325,326,334 and 335, must be taken within the University of Maryland School of Nursing. This policy does not negate the opportunity for R.N. students to challenge the junior year clinical concepts courses. Faculty—student ratios for Concept Courses are maintained at an average program-wide ratio of approximately 1:10.

Clinical Practice Areas

Clinical practice areas for the baccalaureate program are provided through arrangements with a wide variety of hospitals and other health agencies. Clinical practice is under the supervision of faculty of the School of Nursing. Students are assigned to different types of agencies for the purpose of accomplishing the course objectives as determined by the faculty.

Honors Program

The School of Nursing is participating in an interdisciplinary honors program initiated at University of Maryland at Eastern Shore in fall, 1979. Plans are underway to continue the concept of a program that is especially designed for those students meeting honors criteria.

Outreach Students

During the 1975-1976 academic year, an off-campus, part-time degree completion program for “community bound” registered nurses was established in Western Maryland and on the Eastern Shore. The first group of students completed the program in 1978. This offering is currently continuing in Western Maryland, in the Cumberland area and the Hagerstown area. The program enables registered nurses to complete all requirements for the baccalaureate degree in nursing through enrollment on a part-time basis in regional centers. Requirements for achieving senior year status are the same as on the Baltimore campus. The usual senior year curriculum for R.N.’s, which involves 32 earned credits, is arranged over a two to three-year time span. Inquiries should be addressed to the Director of the Outreach Program, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.



Degree Requirements for the Baccalaureate Program

It is the responsibility of faculty of the School to establish and publish degree requirements. Responsibility for knowing and successfully meeting these requirements rests with the student. Requirements are set forth in this catalogue and updated annually in the Academic Handbook given to enrolled students at the beginning of each academic year. Current requirements are as follows:

1. Certain lower division coursework is required for admission to the junior year of the undergraduate program in nursing. Official transcripts of this coursework must be submitted to the Director of Admissions and Registrations by published deadline date.

2. A minimum of 120 credits (122 for generic students and 121 for R.N. students) in certain coursework is required. The lower division courses required for admission to the junior year and the required courses of the upper division major in nursing completed at the University of Maryland comprise the required credits. At least the senior year must be completed at the University of Maryland. This does not negate Outreach Students from completing their

courses at Outreach sites.

3. Upper division major in nursing; required courses appear elsewhere in the catalogue.

4. A minimum grade point average of 2.0 is expected each semester of the junior and senior year, as well as a cumulative grade point average of 2.0 for graduation.

5. A grade of C or better is required in both the didactic and clinical portions of Nursing Concepts Courses, NURS 314,315,324,325,326,334 and 335. Also a C or better is required in NURS 311, 312, 313, and 333, and failure to obtain this grade prohibits students from moving to the next level concepts course. In sequential courses such as NURS 311, 312, 314, 315, 324, 325, 334, and 335 a C must be earned in the initial course before registering for the next one. If a D or F is received in these courses the course must be repeated, with permission of the Director of Admissions and Academic Progressions, and a C grade or higher earned the next time it is offered.

6. A diploma application must be filed with the Director of Admissions and Registrations, University of Maryland at Baltimore, before the stated deadline date in order to receive the degree.

Grading System

The following grades are used to report the quality of upper division coursework on grade reports and transcripts:

Grade	Quality	Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimal Passing	1
		(but not acceptable in certain courses)
F	Failure	
I	Incomplete	—
P	Passing at C level or above	—
WD	Withdrew from all courses and the university	—
AU	Audit	—
NM	No Grade submitted by Faculty	—

Note: Only Grades of A,B,C,D and F are computed in the grade point average on the grade reports published and maintained by the Office of Admissions and Registrations.

A grade of P is given only for specified courses that are graded Pass/Fail when performance is at a C level or above.

A grade of D or F is unsatisfactory for Nursing Concepts courses and the courses titled Pathophysiological Concepts and Clinical Implications, Pharmacologic Agents and Clinical Applications, Introduction to Nursing Process and Client Assessment. These courses require a C grade or higher for the fulfillment of degree requirements. A grade of I is given at the discretion of the instructor only when extenuating circumstances beyond the student's control prevent the completion of a minor portion of work in a course. Students receiving a grade of an I are responsible for arranging with the instructor the exact work required to remove the incomplete. If an I grade is not removed by the end of the following semester, the grade automatically converts to F except with Nursing Concepts

courses when the time of completion is determined by the instructor. Any I grade may preclude normal progression in the program as determined by Progressions Committee policies.

Withdrawal Policy

A student may withdraw from the School of Nursing at any time. The student will receive a "WD" on his transcript. If the student withdraws after the beginning of the eighth week, a summary statement is placed in the student record with a form noting whether the student was passing or failing.

Dropping A Course

Students are not permitted to drop courses. Exceptions to this rule may be made by the Director of Admissions and Academic Progressions when extenuating circumstances warrant it.

Record keeping policies of the Office of Admissions and Academic Progressions of the School of Nursing and the Office of Admissions and Registrations *vary slightly*:

The following chart shows the policies:

<i>Time Frame</i>	<i>Office of Admissions and Academic Progressions</i>	<i>Office of Admissions and Registrations</i>
1st day to end of 7th week.	Records that a student registered for the course and the date he dropped it.	Nothing recorded on student's record.
Starting the 8th week through the end of the semester.	A drop-passing (DP) or a drop-failing (DF) will be recorded.	Nothing recorded on student's record.

NOTE: 1. Students who fail or drop a Concepts of Nursing course and maintain enrollment in non-clinical nursing courses are eligible to retake the Concepts course the next time there is space available. The Director of Admissions and Academic Progressions determines which non-clinical courses a student can take while waiting to retake Concepts.

2. Students repeating a Concepts

course as a result of a failure or drop may not take additional non-clinical courses at the time of the repeat without permission of the Director of Admissions and Academic Progressions.

Computation of Grade Point Average for a Semester: Grade points are given for the courses attempted in a given semester in the upper division major and multiplied by the number of credits attempted. The sum of the grade points divided by the total credits for the courses,

equals the grade point average as in the example below:

NURS 314 (9 cr) B = 27 grade points
NURS 418 (3 cr) B = 9 grade points
NURS 312 (3 cr) B = 9 grade points

Total (15 cr) B = 45 grade points

3.00 grade point average
15 $\overline{)45.00}$

Grade Points

A = 4 points

B = 3 points

C = 2 points

D = 1 point

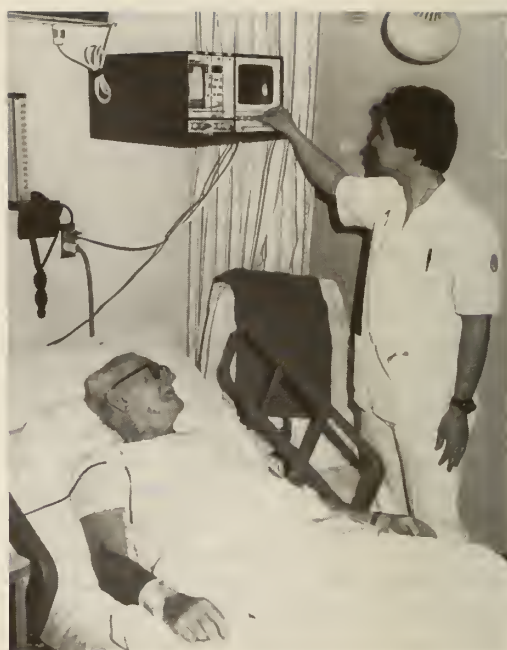
F = 0 points

Computation of the Cumulative Grade Point Average: The total grade point for all courses (including upper division coursework, challenge examination grades for the R.N. and courses accepted for admission) are added and calculated as above.

Progression and Reinstatement Policies

It is the student's responsibility to monitor his academic progression toward the completion of degree requirements, as well as to maintain good academic standing. Students receive from faculty a mid-semester warning if in jeopardy of failing a course. At the end of each semester, students receive grade reports on coursework completed from the Director of Admissions and Registrations. These reports of official grades (and their entry on the official transcript) and the grades for courses accepted for admission are used by faculty to certify academic standing and to determine honors, academic warning and dismissal, and the completion of degree requirements.

The Committee on Academic Progressions meets regularly to establish and implement policies on progression and, through the Office of the Director of Admissions and Academic Progressions, formally notifies students in poor academic standing who are placed on academic warning or are academically dismissed. Students are notified in writing when they are removed from academic warning.



Academic Standing and Reinstatement

Good Academic Standing: is defined as satisfactory academic progress of a registered degree candidate in coursework and toward degree requirements.

Poor Academic Standing: is defined as temporary academic performance that is below the expected level of achievement in a professional nursing course(s). However, such students are making progress toward the degree. Such students are normally placed on academic warning and may be subject to academic dismissal.

Academic Warning: a student in poor academic standing is placed on academic warning by the Committee on Academic Progressions, The Director of Admissions and Academic Progressions, or the Associate Dean for the Undergraduate Program. In the written notification of academic warning and unsatisfactory academic achievement, the student will be informed of the length of the warning and any specific conditions that must be satisfied to be removed from warning. Specific conditions warranting academic warning include:

1. a D or F in a Nursing course
2. a cumulative grade point average of 1.960 to 1.999
3. a grade point of less than 2.0 for any given semester

4. academic dishonesty
5. an academic record reflecting other unsatisfactory progress in meeting degree requirements

Academic Dismissal: a student is dismissed from the undergraduate program by the Committee on Academic Progressions, Director of Admissions and Academic Progressions, or Associate Dean for the Undergraduate Program for continued evidence of unsatisfactory progress toward meeting course or degree requirements as usually evidenced by repeated courses or academic warnings as specified below:

1. two D or F grades earned in Nursing Concepts courses
2. a cumulative grade point average of 1.959 or lower
3. being placed on academic warning more than twice
4. academic dishonesty
5. an academic record reflecting other unsatisfactory progress in meeting degree requirements

Reinstatement: students who withdraw in good academic standing can apply for reinstatement through the Admissions Committee. A student who was academically dismissed, or who withdrew in poor academic standing, must request reinstatement to degree candidacy from the Committee on Academic Progressions. Such written requests are made to the Director of Admissions and Academic Progressions. Although such requests are considered individually, the following guidelines are followed:

1. General admission policies of the University and the School prevail (e.g. space available, University rules and regulations, etc.)
2. Students may be reinstated only once.
3. A current physical examination which declares the student as having acceptable health status by the Student Health Service is required as a condition of reinstatement.
4. The student's academic record and academic standing upon dismissal are considered.
5. Academic requirements for reinstatement will be specified and will include, if appropriate, a mastery examination in mathematics.
6. The student's potential for successful completion of the program is evaluated.
7. Appropriate malpractice insurance is required at the time of reinstatement.

Deadline dates for requesting reinstatement:

First Monday of November for winter session and spring semester.

First Monday of April for reinstatement for summer and fall semesters.

Notification of decision as to reinstatement may be delayed until information on space constraints is available.

Policy Relating to Plagiarism, Cheating and Other Academic Irregularities

In cases involving charges of academic irregularities or dishonesty in an examination, class work or course requirements by a student, a faculty member or another student shall report to the appropriate Chairperson any information received and the facts within his knowledge. Examples of academic irregularities or dishonesty include acts such as plagiarism, cheating, misrepresenting someone else's work as one's own work, falsification of credentials, revealing contents of an examination to anyone who has not yet taken the exam, failure to report infractions, and any other academic-related behaviors that are disrespectful of the rights of individuals, the policies of the School of Nursing and the University or the professional standards of conduct.

After having considered evidence submitted by student and faculty, if the Chairperson determines that an infraction has occurred, (s)he shall determine the appropriate disciplinary action. If the student is dissatisfied with the decision, (s)he may appeal to the Associate Dean for Undergraduate Studies, and if necessary, to the Dean, School of Nursing.

Possible penalties for violations of this policy include: being placed on academic warning, assigning a failing grade for the course, suspension, expulsion, and others.

Dismissal of Delinquent Students

The School reserves the right to request the withdrawal of students who do not maintain the required standing of scholarship, or whose continuance in the School would be detrimental to their health, or to the health of others, or whose conduct is not satisfactory to the authorities of the School. It is a general expectation that students will abide by rules and regulations established by the University. Violation of University regulations may result in disciplinary measures being imposed.

Withdrawal From the School

Should a student desire or be compelled to withdraw from the School at any time, he must:

1. write a brief letter to the Director of Admissions and Academic Progressions explaining the reason for withdrawal;
2. secure a withdrawal form with appropriate signatures from the Director of Admissions and Academic Progressions;
3. submit the signed withdrawal form to the Office of Admissions and Registrations.

The staff of the Office of Admissions and Academic Progressions will notify the instructors of the withdrawal. The date used in computing refunds is the date the application for withdrawal is filed with the Registrar, Office of Admissions and Registrations.

Financial Information (Undergraduate) Fees

The information given below is minimal and reflects fees and other expenses for the 1981-1982 academic year.

**University of Maryland at Baltimore
Upper Division (Junior-Senior)**

	Fall Semester*	Spring Semester	Total
Matriculation (new students only)	20.00		20.00
*Tuition-Fixed Charge Fee			
In-State	478.50	478.50	957.00
Out-of-State	1559.50	1559.50	3119.00
Part-time Undergraduate per credit—8 credits or less	56.00	56.00	—
Supporting Facilities Fee (Full-time)	44.00	44.00	88.00
(Part-time)	9.00	9.00	18.00
Instructional Resources Fee (Full-time)	23.00	23.00	46.00
(Part-time)	12.50	12.50	25.00
Student Health Fee (Full-time)	11.00	11.00	22.00
(Part-time)	4.50	4.50	9.00
Student Activities Fee (Full & Part-time)	5.50	5.50	11.00
**Health Insurance			
One Person	173.04	173.04	346.08
Two Persons	332.76	332.76	665.52
Family	447.00	447.00	894.00
Malpractice Insurance Fee	13.00	—	13.00
Dormitory Fee—Single Occupancy	905.00	905.00	1810.00
—Double Occupancy	805.00	805.00	1610.00
Diploma Fee (Seniors)			15.00
Late Registration Fee	20.00	20.00	
Change Fee	5.00	5.00	

**A \$50 nonrefundable deposit is required at the time of the student's acceptance for admission. This amount is applied to the fall tuition.*

***Health insurance (the University plan or equivalent insurance) is required of all full-time students. Students with equivalent insurance coverage must provide proof of such coverage at registration.*

Explanation of Fees:

Registration Fee: All students are expected to complete registration, including the filing of class cards and payment of bills, on the regularly scheduled registration days. Those who do not complete registration during the prescribed days must pay a late registration fee of \$20.00.

Students receive registration instructions from the Office of the Registrar.

Tuition-Fixed Charges Fee: helps defray the cost of operating the University's programs.

Instructional Resources Fee: represents a charge for instructional materials and/or laboratory supplies furnished for and to students.

Student Activities Fee: collected by the University and used at the discretion of the various student government associations to provide financial support for recreational, social and professional activities.

Student Health Fee: charged to help defray the cost of providing a Student Health Service. This service includes routine examinations and emergency care. Blue Cross or other acceptable medical insurance is also required.

Supporting Facilities Fee: payable by all students on the University of Maryland at Baltimore campus and is used to support the auxiliary facilities and service provided for the convenience of all students.

Diploma Fee: charged to help defray costs involved with graduation and commencement.

Malpractice Insurance Fee: charged at registration and is applicable to all undergraduate nursing students. Additional expenses include the purchase of uniforms (approximate cost — \$130.00) and the recommended purchase of a stethoscope at approximately \$30.00. No diploma, certificate, or transcript will be issued to a student until all financial obligations to the University have been satisfied. The University reserves the right to make such changes in fees and other changes as may be necessary.

Registration

The initial registration at the School of Nursing must be done in person, and according to registration dates and procedures provided by the UMAB Office of Admissions and Registrations.

All students must receive health clearance from the UMAB Student Health Office in order

to begin or remain in clinical courses. This includes passing a physical examination at a satisfactory level. In some instances students may be required to return to the Student Health Office for further evaluation. Students may preregister for subsequent semesters through the School of Nursing's Office of Admissions and Progressions and pay their bill by mail. After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Students who are out of course sequence with their classmates must confer with the Director of Admissions and Academic Progressions and develop, if appropriate, an individual progression pattern to be followed.

Students who fail to register during official registration periods must utilize late registration dates published by the Office of Admissions and Registrations and pay a late fee of \$20.00 together with a \$5.00 fee for each change in program. Privileges of the University are available only after registration has been completed.

Records

Transcripts: All financial obligations to the University must be satisfied before a transcript of a student's record will be furnished any student or alumnus. There is a charge of \$2.00 for each transcript. Checks should be made payable to the University of Maryland. Transcripts may be obtained by writing to the Office of the Registrar, University of Maryland, 660 West Redwood Street, Baltimore, Maryland 21201.

Review of Records: All records, including academic records from other institutions, become part of the official file and can neither be returned nor duplicated. Provisions are made for students to review their records if they desire. A request to review one's record should be made a week in advance through the Office of Admissions and Progressions.

Financial Aid Overview

Financial aid in the form of grants, loans, and work-programs is awarded to students and is based upon financial need. Applicants must complete a financial aid application annually in the spring preceding the academic year for which aid is sought. By completing one application, the applicant will be considered for all types of aid available through the University.

Separate applications must be completed to be considered for funding from sources outside the University. Because of limitations in available funds, preference is given to full time students. Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and non-academic regulations of the University. In the case of new students, applicants must have been accepted for admission to the University before the financial aid will be awarded. Priority date for submitting application for the following academic year is February 15. Requests for information about, and applications for, financial aid should be addressed to:

Student Financial Aid
University of Maryland, Baltimore
624 West Lombard Street
Baltimore, Maryland 21201

Sources of Aid for Baccalaureate Students

University Sources

University Grant: Grants for disadvantaged students who are residents of Maryland.

Dean's Scholarship: Grants for disadvantaged students who need not be residents of Maryland.

Nurse Training Act Loans: Loans to a maximum of \$2,500 annually. Loans are at seven percent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study: Support for students in career related employment during the academic year as well as the summer months.

Supplemental Educational Opportunity Grants: For students demonstrating exceptional need.

Private Endowment and Donations: Donations and bequests have established scholarship and loan accounts each varying in eligibility, amounts, availability, and repayment terms for loans.

Pi Chapter of Sigma Theta Tau: The national honor society for nursing offers a scholarship to one junior and one senior nursing student each year. Eligibility requirements are the same as those established for membership in Sigma

Theta Tau. The deadline for application is September 15.

Hospital Scholarships: Some hospitals have special plans for financial aid if the student agrees to work for the agency upon graduation. For information regarding this source contact the Financial Aid Office or the Associate Dean for Undergraduate Studies.

Pell Grant: Awards for undergraduate students who have not previously earned a baccalaureate degree; awards, based on financial need, range from \$200 to \$1,800. Applications are available from any financial aid or high school counseling office.

Desegregation Grants: Minority students who are Maryland residents are eligible for these funds. Desegregation grants normally will be used to reduce the amount of loan included in the financial aid award.

Air Force Reserve Officers Training Corps (AFROTC): Two year nursing scholarships are awarded to applicants accepted into the ROTC program and the upper division nursing program. The scholarship includes books and tuition plus \$100 dollars a month, or approximately \$1,000 a year. Applicants must enroll in the ROTC course at the University of Maryland, College Park, Maryland. See the junior or senior Year Director about availability of placement on the Washington-based team to reduce commuting problems. For further information, contact Detachment 330, University of Maryland, phone 301-454-3245/42.

Non-University Sources

Maryland State Scholarship Board: Residents of Maryland may apply for aid through each of the following programs:

House of Delegates Scholarships
Senatorial Scholarships
General State Scholarships

Further information may be obtained from the Maryland State Scholarship Board, 2100 Guilford Avenue, Baltimore, Maryland 21218.

Bank Loans: Students may obtain educational loans through private lending institutions such as banks or credit unions. Interest at nine percent is deferred until after graduation. As

lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduates to borrow up to \$5,000 annually; undergraduates may borrow up to \$2,500 annually. MHELC applications are available in the Student Aid Office.

Student Services

Academic Counseling: The School of Nursing maintains a system of academic counseling that is course related, provided by faculty and faculty teams. Academic counseling that involves the progression of students in the program is provided by the School's Office of Admissions and Academic Progressions. Additionally, there are special counselors who provide academic assistance in test-taking, study skills and the writing of papers. These counselors may be contacted through the Office of Student Development Services at the School of Nursing.

Personal Counseling: Students experiencing personal difficulties may seek assistance through the Office for Student Development Services.

Health Service: Health insurance is required of all full-time nursing students through either the University plan or self procured equivalent coverage. Additionally, a required student health fee makes services available at the Student Health Center during the school year as well as the required physical examinations for students of nursing.

Student Government Association: All undergraduate students are members of the Student Government Association which provides governance as well as activities for students.

Academic Handbook: The school publishes an Academic Handbook for undergraduate students which outlines academic policies applicable to students pursuing the B.S.N. degree.

Living Arrangements on UMAB Campus

Information and applications for living accommodations on the Baltimore campus may be obtained from the Director of Housing, University of Maryland, Baltimore Student Union, 621 W.

Lombard Street, Baltimore, Maryland 21201. Because of space limitations, early application is advisable. Male and female students enrolled on the Baltimore City campus may arrange for living accommodations in the Baltimore Student Union. Board contracts are not available on the Baltimore City campus; meals may be purchased on an individual basis in the Baltimore Student Union or University of Maryland Hospital cafeterias. Off-campus housing information is available through the housing office.

Employment Opportunities Upon Graduation

Baccalaureate graduates of the University of Maryland School of Nursing have many career opportunities available to them. Graduates may choose to practice nursing in a hospital or outpatient clinic, an extended care facility, or a variety of community agencies including schools, industries, and physicians offices. In addition, graduates who have a baccalaureate degree may choose a career in civil service, the military, or the Veteran's Administration. A survey of 1979 graduates showed that 99 percent were employed; nonemployment was the choice of the graduate. Salaries for generic graduates ranged from \$16,000 to \$17,000. The graduate who earns a baccalaureate degree as a Registered Nurse is usually paid at a higher rate due to prior experience in nursing.

Eligibility for State Licensure

Graduates of the program are eligible for admission to the examination given by the Maryland State Board of Examiners of Nurses (or by any other state board) for licensure to practice nursing. Application is generally submitted prior to the date of graduation. Students interested in applying for admission to the University of Maryland School of Nursing should be aware of Maryland's Nurse Practice Act, Article 43, Section 299 which authorizes the Board to withhold, deny, revoke, suspend or refuse to renew the license of a nurse or applicant for a variety of reasons including conviction of a crime involving moral turpitude if nature of the offense bears directly on the fitness of the person or practice nursing or violation of any provision of the Nurse Practice Act.



COURSE DESCRIPTIONS

Baccalaureate Program Upper Division (Junior-Senior) Curriculum

NURS 311 Pathophysiological Concepts and Clinical Implications (3) Fall Semester, junior year. This course focuses on pathophysiological disruptions to system functioning. The alterations within the system are discussed as well as the impact of these alterations on the individual. The student will apply previously acquired knowledge in human anatomy and physiology as well as other basic sciences. This course contributes to the scientific basis for utilization of the nursing process.

✓ **NURS 312 Pharmacologic Agents and Clinical Applications (3)** Spring Semester, junior year. Prerequisite: NURS 311. This course focuses on the use of therapeutic drugs in the health care setting and their effects upon normal and abnormal physiology. Pharmacologic agents are discussed in relation to their effects on body systems, mechanisms of action and excretion, therapeutic usage and nursing implications. This course builds upon the student's understanding of physiological and pathophysiological processes gained in NURS 311 and other courses.

NURS 313 Introduction to the Nursing Process (3) Fall Semester, junior year. This

course introduces the student to the components of the nursing process—assessment, planning, implementation and evaluation—as a basis for nursing practice. Basic assessment, interpersonal, psychomotor and medication administration skills will be the focus of the course. Students will have an opportunity to learn and practice basic nursing skills in the laboratory and clinical settings.

NURS 314 Concepts of Nursing I (9) Fall Semester, junior year. This course must be accompanied by NURS 313 unless credit for NURS 313 has previously been established. The focus of the course is on man as a behavioral system, the health-illness continuum, and the role of the professional nurse in helping clients of all ages to maintain and/or promote optimal health. Students are introduced to the conceptual framework and the four major concepts which provide the organizing schema for the Concepts of Nursing courses: stress and adaptation, systems functioning, the nursing process, and the role of the nurse. The assessment component of the nursing process constitutes a major focus of this course. However, all aspects of the nursing process are included. An integral part of this course is the development of a helping relationship with clients of all ages experiencing common problems involving a mild stress level. Resources and support systems within the family and community are included. Use of communication skills, health teaching, and other nursing interventions will serve as a basis for future learnings.

NURS 315 Concepts of Nursing II (9) Spring Semester, junior year. Prerequisites: NURS 311, NURS 313, NURS 314, NURS 323. The focus of this course is the nursing care of clients experiencing stress states characterized by moderate intensity and relative stability. All aspects of the nursing process are included. The mutual interaction between the client and family are explored as well as resources within the health team and community. Students will work with adults and children to assist them in regaining and/or promoting optimal health, and with families in the perinatal period.

NURS 321 Leadership and Management in Health Care Settings (3) Fall Semester, senior year. Prerequisite: NURS 315. This course focuses on the role of the professional nurse as a leader and manager. Organizational and interpersonal factors and theories that effect

nursing practice are examined. Emphasis is placed on group theory and process. Application of management principles and skills is made to a variety of health care settings.

NURS 322 Nursing in Society (3) Fall or Spring Semester, senior year. This course provides an opportunity for students to study the multiple factors which have contributed to the emergence of professional nursing. The profession is studied in relation to and as an integral part of the changes in our society. Significant issues confronting the profession are identified. Upon completion of this course the student should demonstrate a better understanding of the profession of nursing in its present state of growth, an awareness of its potential and direction, and cognizance of each nurse's own responsibility in its development.

NURS 323 Stressors through the Lifespan (3) Minimester, junior year. Prerequisite: NURS 314. This course provides the student with an indepth look at selected psychosocial concepts basic to understanding client responses in a variety of settings. The theoretical bases of each concept are presented, as well as its expression at varying points along the lifespan. Developmental and situational stressors affecting these concepts are examined. Interventions to assist clients to cope with these stressors are discussed.

NURS 324 Concepts of Nursing IIIA (9) Fall or Spring Semester, senior year. Prerequisites: NURS 312, NURS 315. The focus of this course is on hospitalized clients experiencing biopsychosocial disruptions and intense or variable stress states. All components of the nursing process are used. Student learning experiences include working with adult and child clients experiencing complex, multiple system problems requiring rapid utilization of the nursing process. Major components of the course are the opportunity to apply management principles as a leader of a small work group and the multidisciplinary interaction with other health team members.

NURS 325 Concepts of Nursing IIIB (9) Fall or Spring Semester. Prerequisites: NURS 312, NURS 315. The three major areas of focus for this course are mental health, family and community. All components of the nursing process are used. Students will have an opportunity to work with clients in mental health set-

tings as well as with families who may have at least one member experiencing varying stress states but are maintained through use of ambulatory services and community based agencies. This course provides students the opportunity to work with clients over an extended period of time and to work in a group setting to evaluate health needs of a specified community group.

NURS 326 Clinical Nursing Elective (3)

Minimester, senior year. Prerequisites: NURS 324 or NURS 325 for generic students and NURS 333 and NURS 334 for RN students.

Designed to offer the student an opportunity to select and study an area of particular interest in clinical nursing. Distributive and episodic nursing practice settings serve as clinical laboratories for learning. Senior students may elect to participate in a faculty offered course, independent study under faculty mentorship or a summer clinical elective offered in collaboration with University of Maryland Hospital and other clinical agencies.

NURS 333 Client Assessment (2) Fall Semester, senior year. Prerequisite: Admission to RN level. The purpose of this course is to provide the registered nurse with the skills to perform health assessments of clients. The class and laboratory experiences will be organized using selected processes from the subsystems curriculum framework. Since the registered nurse student brings a background of knowledge, experience and competencies to this course, these will be utilized in meeting the course requirements. An emphasis of this course is the evaluation of clients with special attention directed toward the effects of stress and stress-mediated responses. The integration of the biopsychosocial assessment will be facilitated using common health concerns prominent in the American society. This two credit course will have a one hour class presentation and a three hour laboratory experience each week during which students will practice, under direct supervision, the assessment skills being taught.

NURS 334 Concepts of Nursing IV A (9)

Fall Semester, senior year. Prerequisites: Satisfactory completion of Mastery Examination in Mathematics or NURS 313. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups and his environment. Emphasis

will be placed on the application of concepts of systems theory, health stress, communication, family and group theory to nursing process. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 335 Concepts of Nursing IV B (9)

Spring Semester, senior year. Prerequisites: NURS 333, NURS 334, and NURS 326 or NURS 348. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups, and his environment. Emphasis will be placed on the application of concepts of crisis, decision making, planned change, teaching/learning, family and community. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 348 Electives, Workshops, Seminars, and Institutes (1-6)

Prerequisites: NURS 333 and NURS 334. Designed to provide participation in workshops, institutes and seminars in various aspects of nursing. Faculty reserve the right to place a limit on the number of credits a student may take in workshops, institutes and seminar study.

NURS 410 Research and Statistics (3)

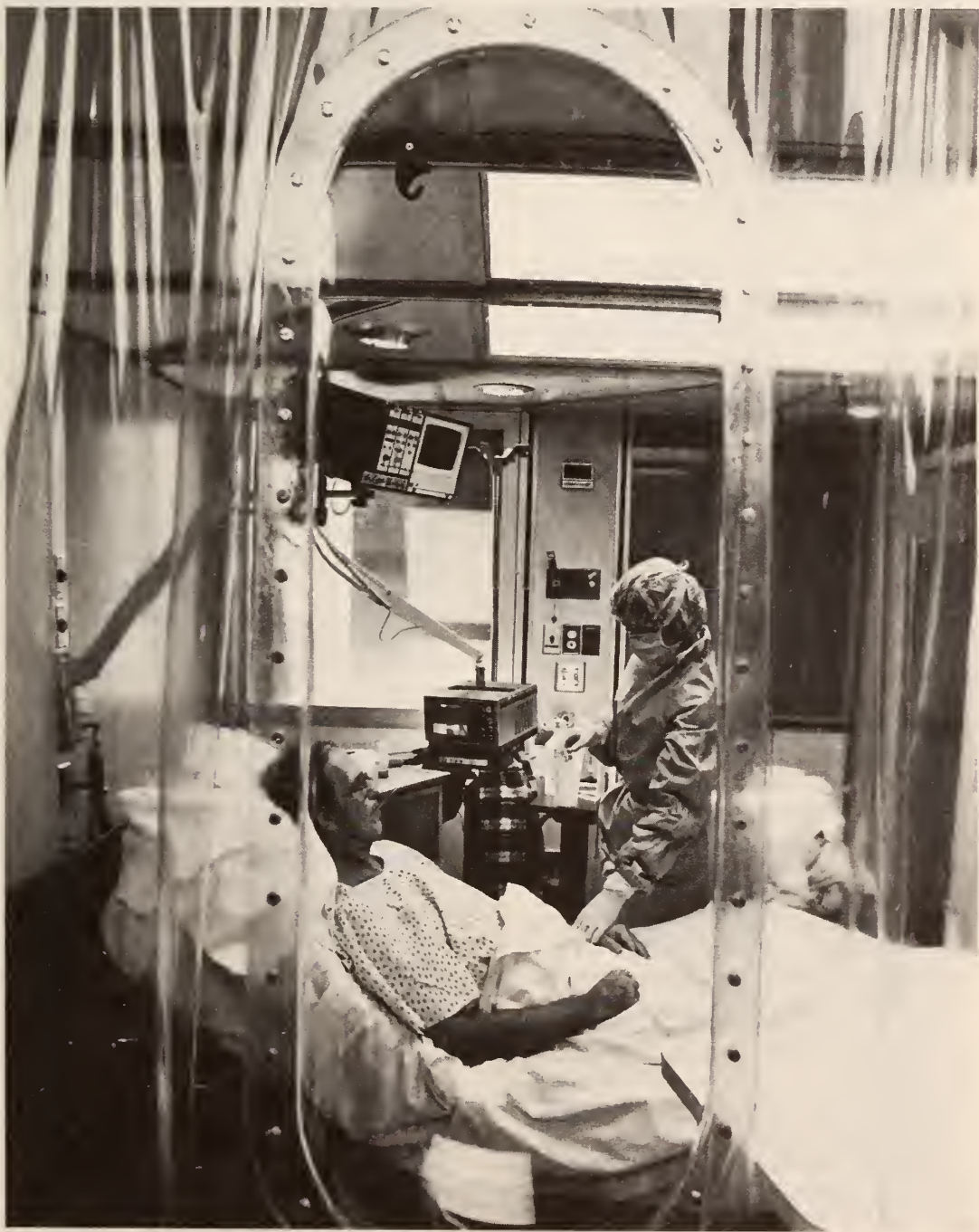
Fall or Spring Semester, senior year. Prerequisites: NURS 315 or by permission of instructor. In the context of the total research process, the basic elements of research, including defining the research question, literature search, sampling research design, measurement and data gathering, statistical analysis, and interpretation of results are presented and their interdependence stressed. Inferential statistics include chi square, ordinal data methods, correlation, multiple regression, t test, f test, analysis of variance (one way and factorial), and analysis of covariance. Application and interpretation rather than theory or mathematical derivation are emphasized. Evaluation of measurement tools in terms of item analysis, reliability, and validity is presented. Student research teams critique a research project report in the literature and develop a research proposal which includes a pilot test of the proposed study.

NURS 418 Special Topics (2-3)

Spring Semester, junior year. This course is designed to provide offerings in current health-related topics which include Parenting, Holistic Health Care, Cross Cultural Nursing, and Thanatological Aspects of Nursing.

GRADUATE PROGRAMS

Master of Science Degree
Doctor of Philosophy Degree



Master of Science Degree Areas of Concentration (Majors)

Clinical Practice Areas:

Community Health Nursing (Track: Community Health Nursing)
Gerontological Nursing (Track: Gerontological Nursing)
Maternal and Child Health Nursing (Tracks: Maternal Infant and Nursing of Children)
Medical-Surgical Nursing (Tracks: General Medical-Surgical and Trauma-Critical Care Nursing)
Primary Care Nursing (Tracks: Adult and Pediatric Primary Care Nursing)
Psychiatric Nursing (Tracks: Child and General Psychiatric Nursing)

Functional Role Areas:

Administration (Tracks: Administration of Nursing Education or Nursing Service)
Education (Tracks: Teaching Nursing in Associate Degree, Baccalaureate Degree or Staff Development Programs)
Nursing Health Policy (Track: Nursing Health Policy)

Doctor of Philosophy Degree Areas of Concentration

Direct

Indirect

Overview of Masters and Ph.D. Degree Programs

The University of Maryland's graduate nursing program is the only one in the state and is one of the largest programs in the nation. While the programs are offered in the School of Nursing, they are part of the Graduate School of the University of Maryland at Baltimore; therefore, are subject to the requirements of both schools. The master's degree curriculum has undergone substantive revision with the new curriculum fully implemented in the fall semester, 1976. The program is three semesters and a minimester in length except for Primary Care Nursing which is four semesters and Gerontological Nursing which is three semesters and one summer session.

Congruent with the changing needs of society, the master's degree offers a number of specialty options to students. Students are required to develop competence in a specialized clinical area, and opportunity is provided to concentrate

(major) in either the clinical or the role area depending on specific career goals and previous preparation. Multiple tracks are available within areas of concentration to provide individualized courses of study. Every student selects both a clinical and a role track to prepare for specialization within a clinical area and beginning functional role.

The doctoral program in nursing first admitted students in 1979. The program is designed to meet the educational needs of nurses who have developed specialized clinical expertise at the master's level and are committed to playing a leadership role in the discovery and refinement of nursing knowledge through research. The curriculum includes a core of required courses which address the theoretical and empirical bases for nursing and the techniques of theory building and research. The program is designed with sufficient flexibility to allow students to pursue in depth their individual research interests and career goals within a research-oriented milieu.

Students specialize in either the direct or the indirect sphere of nursing. Those specializing in direct nursing focus on study of the health needs of clients/patients and of nursing action provided directly to clients in a variety of settings. Those specializing in the indirect nursing focus on the study of nursing systems and education and administrative nursing action which facilitates and supports clinical nursing practice.

Graduate education fosters the responsibility, creativity, and self-direction which characterize professional commitment and enhances a continuing desire to learn and grow. The graduate student is viewed as a partner in the teacher-learner dyad; receives stimulation and support for scholarly pursuits; is given the freedom to think and try out new ideas; and has the opportunity to apply knowledge and develop new skills. The opportunity to articulate beliefs, ideas and formulations is gained through interaction with faculty and other members of the academic community.

Refer to the General Information and Resources section of this bulletin for additional information.

Elaboration of the Philosophy: Graduate Program

The graduate program of the School of Nursing derives its purposes directly from the underlying philosophy which is shared by the faculty. Tenets of the philosophy held by graduate faculty

of the School of Nursing provide a foundation for the conceptual framework upon which the master's degree curriculum is based. This conceptual framework analyzes the unit (the individual, family or community) in terms of three interrelated expressions of health—physical, cognitive and personal. The physical expression refers to the unit's structural and functional endowment and integrity. The cognitive expression addresses the capacity of the individual to receive, to perceive and to organize information. The personal expression is concerned with the affective relationships of the unit. The relationships between the expressions are complex and vary at different points in time. The expressions lend themselves to assessment, quantification and regulation. The intervention phase of the nursing process depends on the relationships between them and the pattern of the expressions of health. Evaluation of nursing intervention is achieved through examination of the resulting state of health of the unit.

The doctoral program at the University of Maryland is based on the belief that nursing has a distinct body of knowledge which can and must be extended, verified and revised using the methods of scholarly inquiry. Nursing knowledge, while distinct, is not isolated or exclusive. It involves the selection, integration and expansion of knowledge from nursing and other disciplines and the application of this knowledge to the understanding of health and illness and to the analysis and improvement of nursing practice. Nursing knowledge is derived from and guides nursing practice, which encompasses two interrelated spheres of activity: direct service to clients/patients and indirect action carried out in educational and clinical settings which support direct nursing care. Knowledge encompassing both spheres and their interrelatedness must be extended and tested, in order to effect improvement in nursing practice. Graduate education in nursing is built upon and extends a knowledge base acquired in a baccalaureate degree program in nursing and is derived from the humanities and the physical, biological and behavioral sciences. Each student brings to graduate education a unique combination of experience and capabilities and the learning environment facilitates the establishment and attainment of professional objectives throughout the educational experience. The dynamic interchange between faculty and students results in a commitment to and involvement in the development of nursing knowledge and the refinement

of nursing theory. Recognizing that the growth process in the student is continuous and that the health needs of society change, the graduate program is flexible and dynamic.

Purposes and Objectives of the Graduate Programs

Master's Degree Program

The program objectives are formulated on the assumption that graduate education builds upon undergraduate education. Graduate education is an intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing. Graduate education provides further opportunity for the student to think conceptually and to apply theory and research to practice.

The purposes of the master's degree program are to prepare nurses:

1. with expertise in a clinical field of nursing;
2. to function in one of the following areas: administration, education, nursing/health policy planning, clinical specialization;
3. for leadership roles;
4. for entry into doctoral study.

The objectives of the master's degree program are to prepare graduates who:

1. utilize a nursing theoretical framework as a basis for professional nursing practice;
2. generate innovative nursing actions based on theories in nursing and related fields and evaluate nursing actions of self and others;
3. incorporate organizational theories and learning theories in the practice of one of the following roles: administration, education, nursing/health policy planning, clinical specialization;
4. collaborate with health care providers and consumers to achieve shared health care goals;
5. use theory in nursing and related fields and observations in practice to generate hypotheses and conduct nursing research studies;
6. analyze factors influencing the health care system and devise strategies for improving delivery of health care.

In addition to the knowledge and practice components of the objectives listed above, it is recognized that the behavior of graduates should reflect an internally consistent value system. It is expected that graduates will value scientific inquiry as a basis for professional practice and will seek to increase their contributions to the nursing profession.

Doctoral Degree Program

The purpose of the Ph.D. program in nursing is to prepare scholars and researchers who will advance nursing science, thereby making more effective the practice of nursing, and who will provide innovative leadership to the profession. The program will prepare graduates who:

- 1. Construct, test and evaluate conceptual models and nursing theories which reflect synthesis, reorganization and expansion of knowledge from nursing and related disciplines;
- 2. Evaluate and apply appropriate research designs, measures and statistics to the study of nursing phenomena;
- 3. Conceptualize practice phenomena from the perspective of nursing frameworks and theory;
- 4. Design, conduct and communicate research relevant to nursing practice;
- 5. Facilitate the incorporation of new knowledge into nursing practice;
- 6. Initiate, facilitate and participate in collaborative endeavors related to the theoretical, conceptual and practical aspects of health

care with clients, nurses and scholars from related disciplines.

Curriculum: Master of Science Degree

The nursing program leading to a Master of Science degree is three semesters and a semester in length and requires the completion of 41-45 credits. The two exceptions are the Primary Care Nursing specialties requiring 54 credits and four semesters.

Starting on the first day of matriculation, a time limit of a maximum of five years is allowed for the completion of graduate degree requirements. This applies to part-time and full-time students.

Areas of Concentration

Each student selects an area of concentration (major) within a clinical practice or a functional role area. The student then chooses a specialty track within the area of concentration. A second track is also selected as all students must have both a clinical and role track. The areas of concentration and the related tracks are as follows:

Clinical Practice Areas of Concentration

- Community Health Nursing
- *Gerontological Nursing
- Maternal Child Health Nursing
- Medical-Surgical Nursing
- Primary Care Nursing
- Psychiatric Nursing

Clinical Tracks

- Community Health Nursing
- **Gerontological Nursing
- Maternal Infant Nursing
- Nursing of Children
- General Medical-Surgical Nursing
- Trauma/Critical Care Nursing
- **Adult Nurse Practitioner in Primary Care Nursing
- **Pediatric Nurse Practitioner in Primary Care Nursing
- Child Psychiatric Nursing
- General Psychiatric Nursing

Functional Role Areas of Concentration

- Administration
- Education
- Nursing Health Policy (Any Clinical Area)

Role Tracks

- Administration of Nursing Education
- Administration of Nursing Service
- Teaching in Associate Degree Program
- Teaching in Baccalaureate Degree Programs
- Teaching in Staff Development
- **Nursing Health Policy
- Clinical Nurse Specialization

*All Students selecting this area of concentration must select two clinical tracks in addition to role track.
**Track is open only to those in the same area of concentration.



Curriculum Design/Courses

The curriculum design for the Master of Science degree contains the following components:

Core 10 Credits

Core courses are required of all graduate students regardless of the area of concentration.

Clinical 6 Credits

Clinical track courses required of students in their chosen clinical area (i.e., Community Health, Gerontological, General Psychiatric, Child Psychiatric, Medical-Surgical, Maternal and Child or Primary Care Nursing). All students take a designated number of these courses regardless of whether their area of concentration is in clinical practice or role specialization.

Role 6 Credits

Functional role track courses required of students in their chosen functional role (i.e., Administration in Nursing Service, Administration in Nursing Education, teaching in A.D. Program, Teaching in B.S. Program, Teaching in Staff Development, Clinical Nurse Specialization and Nursing Health Policy). All students take a designated number of these courses regardless of their area of concentration.

Research/Thesis or Non-Thesis 11 Credits

Research courses and thesis or non-thesis option credits are required of all graduate nursing students.

Support 8-12 Credits

Support courses vary according to the student's area of concentration. These might include non-nursing courses.

Summary of Design

General Plan

Core	10 credits
Clinical	6 credits
Role	6 credits
Support	8-12 credits
Research	5 credits
Thesis/Electives	6 credits

Total: 41-45 credits

Primary Care Nursing:

Core	10 credits
Clinical	15 credits
Role	6 credits
Support	9 credits
Research	5 credits
Thesis/Electives	6 credits
Elective-Role Prerequisite	3 credits

Total: 54 credits

Thesis/Non-Thesis Option

A student may elect either a thesis or non-thesis option, depending on the nature of the problem she/he wishes to investigate and her/his career goals; six credits are required for either option. In addition, all students must successfully pass a written comprehensive examination.

Thesis: Under the guidance of a committee, the student designs, implements and orally defends a research project.

Non-Thesis: Under the guidance of the adviser, the student takes six credits of electives and submits one scholarly seminar paper.

Curriculum: Doctor of Philosophy Degree

The program of study leading to the Doctor of Philosophy degree includes a minimum of 60 semester credits beyond the master's degree. The curriculum design includes a required core of nursing courses which incorporate study of Man, study of nursing action, study of the environments in which nursing is practiced and study of the principles and methods of scientific inquiry. Throughout the required core courses an integrative focus is maintained whereby theoretical and methodological approaches of the biophysical and behavioral/social sciences are selected and applied from the perspective of nursing. Within the core courses opportunity is provided for students to build upon their educational and experiential backgrounds through a variety of individually selected learning experiences. Elective courses provide additional flexibility to plan a course of study supportive to individual research interests and career goals.

The program design allows students to specialize in either the direct or the indirect sphere of nursing. Depth of knowledge in the specialty area is developed through required course work and related clinical laboratory experience, selection of supportive electives, independent study and the dissertation research.

The program design incorporates four major components, totalling 60 credits, as detailed below.

Nursing Theory *14 credits*

This component addresses the theoretical basis for nursing practice and the analysis and development of nursing theory. Included are the study and development of key concepts in nursing, the selection and integration of knowledge

from nursing and other disciplines, and the study of techniques for constructing nursing theory using both inductive and deductive approaches. A highly individualized clinical laboratory experience provides the opportunity to pursue theoretical aspects of specialized areas of nursing selected by the student.

Research and Statistics *16 credits*

This component addresses the techniques of measurement, design, advanced data analysis and evaluation essential to the conduct of nursing research. Students apply these techniques in developing measurement tools and conducting research projects specific to their own interests. Opportunity is provided for each student to work closely with a faculty member engaged in an ongoing research project.

Elective Courses *18 credits*

This component allows each student to pursue an individualized plan of study supportive to his/her research interests and career goals. A portion of the elective courses are chosen from basic sciences which contribute to the development of nursing knowledge through their theoretical and methodological approaches.

Dissertation Research *12 credits*

Each student must complete an independent original research project to be communicated in a written dissertation. The research must address questions of significance to the discipline of nursing.

Summary of Design:

Nursing Theory	
(required core courses)	14 credits
Nursing research & statistics	
(required core courses)	16 credits
Electives	18 credits
Dissertation Research	12 credits
Total:	60 credits

In addition to the course requirements, each student must successfully complete the preliminary, comprehensive and final oral examinations. The written *preliminary examination*, which is taken upon completion of two semesters of full-time study (or the equivalent), tests knowledge in the areas of general nursing theory, analysis and construction of nursing theory, measurement, research design and statistics. The *comprehensive examination* is taken upon completion of all required nursing courses and a minimum of 42 credit hours of course work. The examination has written and oral components and is an inte-

grative experience which allows evaluation of the student's mastery of the chosen area of specialization and of advanced nursing theory and research. The final oral examination is an oral defense of the completed dissertation.

In accord with Graduate School policy, the student must be admitted to candidacy for the degree of Doctor of Philosophy at least one year prior to graduation. The student may apply for admission to candidacy for the doctoral degree following successful completion (with a grade point average of 3.0 or above) of at least 42 credits of course work, including all required courses; and successful completion of preliminary and comprehensive examinations.

Resources

Over 90 community and health care agencies cooperate with the program in providing sites for clinical and role practicum experiences and for the conduct of research. In some instances, faculty have joint appointments with the School and the agency.

Additional resources are available through the offerings of other schools of the health professions. Non-nursing courses also may be taken on the College Park campus, at the University of Maryland Baltimore County (UMBC) campus or through University College.

In addition to the Health Sciences Library, the students have access to the Enoch Pratt Free Library of Baltimore, the Library of Congress in Washington, and the National Library of Medicine in Bethesda, Maryland. (See General Information, Instructional Facilities and Resources Section: Instructional Media Center and the Center for Research and Evaluation.)

Admission

Admission to graduate study at the University of Maryland is the exclusive responsibility of the Graduate School and the Dean for Graduate Studies and Research. Applications to the graduate program in nursing are reviewed by faculty in the student's area of concentration and by the School of Nursing Graduate Committee on Admissions, Progression and Graduation. Recommendations for acceptance are then made by the Committee to the Dean for Graduate Studies and Research.

Any student who wishes to attend the School of Nursing must apply for admission, submit required credentials, and be accepted for matriculation. Consideration is given to academic

work completed in other schools. Personal references are required.

After an applicant has been accepted, a faculty adviser is assigned. The adviser and the student plan a program of study leading to the degree. Course credits are officially accepted for the degree only after the student has matriculated in the School of Nursing.

Senior students in their final semester of work toward a bachelor's degree may be offered provisional admission to the master's degree program pending the receipt of a supplementary transcript recording the satisfactory completion of undergraduate course work and the awarding of the degree. Likewise students in the final semester of a master's degree program may be offered provisional admission to the doctoral program pending receipt of final transcripts indicating completion of the degree. Completed records of all previous work must be received within three months following the completion of such study and the awarding of the degree.

The student must matriculate within 12 months after notification of admission acceptance. If the student does not acknowledge the acceptance, a new application must be submitted for future enrollment.

Admission Requirements

The student's previous academic work, personal qualifications and professional experience are evaluated to determine if prerequisites have been met. Prerequisite courses do not carry credit toward the graduate degree. For admission, the applicant must meet the requirements of both the Graduate School and the nursing program. The nursing program requirements for the *Master's Degree Program* are:

1. a baccalaureate degree with an upper division nursing major from an NLN accredited program equivalent to that offered at the University of Maryland;
2. satisfactory completion of a course in elementary statistics;
3. a photocopy of current licensure for the practice of nursing in one state; (or in a foreign country);
4. official scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test (allow 6-8 weeks for receipt of test scores);
5. undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.75 and 3.0, provisional acceptance

may be considered if the candidate demonstrates graduate study potential by other means;

6. evidence of personal and professional qualifications from three professional individuals familiar with applicant's academic ability, work experience, professional nursing contributions and potential to achieve in Graduate School. Suggested sources for recommendations include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses;
7. personal interviews are required for Primary Care Nursing and are encouraged by all specialty areas;
8. clinical nursing experience is required for the following areas of concentration: Administration, Education or Nursing Health Policy—one year full time; Community Health track if area of concentration is role—one year in a Community Health setting; Maternal-Child Health Track—one year in a Maternity/Pediatric setting; Psychiatric track—one year in a psychiatric setting; and Primary Care—two years full time. (Applicants with somewhat less experience may be accepted as part-time students if full time work experience is being pursued.);
9. physical assessment skills are required for Gerontological, Medical Surgical, Trauma-Critical Care and Primary Care, and highly recommended for Maternal-Child tracks;
10. a strong background or recent review of physiology/pathophysiology are highly recommended for Gerontological, Maternal-Child, Medical Surgical, Trauma-Critical Care and Primary Care tracks.

The Nursing Program requirements for the *Doctoral Degree Program* are:

1. a master's degree with a major in nursing from a program accredited by the National League for Nursing (or the equivalent);
2. at least one graduate-level course in research and inferential statistics (minimum 3 semester credits);
3. a cumulative grade point average of 3.0 on a 4.0 scale for all previous course work (all baccalaureate, master's and subsequent course work);
4. satisfactory scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test;

5. license to practice professional nursing in at least one state (or in a foreign country);
6. evidence of personal and professional qualifications from at least three professionals familiar with the applicant's ability, work experience, contributions to nursing and potential to succeed in the doctoral program; and
7. a personal interview.

It is highly recommended that prior to matriculation in the doctoral program the applicant will have completed graduate-level courses in organizational theory and analysis of the health care system and will have completed one research study (master's thesis or other individual or group research project). Post-baccalaureate work experience as a Registered Nurse would enhance progression through the program of study.

A limited number of students will be admitted to the program each year; therefore, admission will be highly selective.

A written offer of admission from the Graduate School will be sent to an applicant who meets all admission requirements. The offer will specify the time of entrance which will normally coincide with the requested starting time. Upon acceptance by the Graduate School, the applicant should reconfirm enrollment intentions by writing to the Nursing Program. If the applicant is unable to enroll at the expected date, a written request for a postponement of the admission date is made through the School of Nursing. The offer of admission lapses after one year and a new application and fee must be submitted to be reconsidered for admission.

The current offer of admission from the Graduate School is used as a permit to register. Permanent identification as a graduate student will be issued at the time of first registration.

Admission Procedure

The admission forms should be obtained from the Office of Graduate Studies and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, MD 21201.

1. An application fee of \$20.00 must accompany the application for admission. This fee is not refundable under any circumstance, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.
2. The following materials should be returned directly to the Office of Graduate Studies

and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, MD 21201:

- a. two copies of the application for admission to the Graduate School;
 - b. application fee;
 - c. two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required;
 - d. letters of reference from three professionals who know the candidate's qualifications;
 - e. official record of the results of:
 - the Miller Analogies Test (test available through testing services of most colleges and universities);
 - the Aptitude Portion of the Graduate Record Examinations (Applicants should write to the Graduate Record Examinations, Educational Testing Services, Princeton, NJ 08540 for details);
3. Applications and supporting documents for the Master's Degree Program must be received by July 1 for the fall semester, December 1 for the winter session and the spring semester, and May 15 for the summer session.
 4. Applications for admission to the Doctoral Program are reviewed twice a year. Applications and supporting documents (including GRE scores, MAT scores, references and transcripts) for the doctoral program must be received by November 1 for the fall review and by March 1 for the spring review. It is the doctoral nursing program policy to admit students only in the fall semester.

Admission Status

Applicants are offered admission status in the graduate program according to the following categories:

1. Unconditional Admission: applicant meets all requirements;
2. Provisional Admission: applicant does not meet all requirements for unconditional admission, but in the opinion of the Graduate School and the Graduate Program Admissions Committee demonstrates potential for graduate study. To qualify for continued enrollment the student admitted provisionally must achieve a B grade or above in every course during the first semester of full time

study (the first 12 credits for part-time students). Unconditional status will be granted upon attainment of a B grade or better in every course in the first semester of full-time study (minimum of 9 credits) or in the first 12 credits of part-time study;

3. Incomplete Admission: applicant whose information is incomplete;
4. Non-degree Graduate Status: applicant may enroll on a "course work only" basis for a specified period of time if the applicant's record meets Graduate School standards.

Admission is granted by the Dean for Graduate Studies and Research and is confirmed by enrollment in the term for which admission is approved.

Part-time Study

Students eligible for admission, but who are able to devote only a portion of their time to graduate study are subject to the same privileges and matriculation requirements as full-time students. Part-time students are urged to assume responsibility for program planning with an advisor. In the doctoral program, part-time study is available; however, full-time enrollment at the University of Maryland is required during two consecutive semesters.

A graduate student who is in good standing at another institution may apply to enroll for a single course or summer session (see Categories of Admission in the Graduate School Bulletin).

Foreign Students

Students from foreign countries who show evidence of education equivalent to a baccalaureate degree in nursing are considered for admission to the Master's Degree Program. Likewise those with the education equivalent of a Master's Degree in Nursing may be eligible for admission to the Doctoral Degree Program. All applicants who are not citizens of the United States are classified as foreign students for admission purposes (see the Graduate School Bulletin for further information).

Record Maintenance and Disposition

All records, including academic records from other institutions, become the official file and can neither be returned nor duplicated without the student's prior consent. Provisions are made for students to review their records if they desire.

Admission credentials and application data are retained for one year only. This regulation

pertains to applicants who: did not register for courses at the period for which they had been admitted; did not respond to a departmental request for additional information; did not respond to requests for additional transcripts or test results; or were disapproved for admission.

Student Advisement

Upon admission to the graduate program each student is assigned an academic adviser from the area of concentration. The masters students are also assigned an advisor in the second track area. The advisor assignments are subject to change as additional interests of the student are determined or upon request of the advisor or advisee. The advisor is available for academic counseling and guides the student in a plan of study, determination of research interests, and selection of thesis/dissertation chairman or readers for the seminar papers (for master's students).

A non-degree student is assigned an advisor at the time of acceptance. An official record of courses is kept for all non-degree students. If a student subsequently wishes to enter the degree program, reapplication is necessary. While consideration may be given at a later date to the application of credits earned toward a degree program while in this status, there is no assurance that such requests will be granted. If granted, a maximum of six credits may be transferred.

Plan of Study

A Plan of Study form for all graduate degree students (which outlines the student's expected progression through the degree requirements) must be filled out by the student and the faculty adviser. One copy of this Plan of Study must be filed with the Graduate Office by the beginning of the second semester of study for masters or third semester of study for doctoral students. A second copy of the Plan of Study remains in the student's Nursing Program file. Any major alteration of the plan necessitates the refile of an amended plan. It is suggested that students retain a copy of this plan for their own files.

The entire course of study constitutes a unified program approved by the student's major advisor and by the Graduate School. Faculty in each department provide individualized guidance in the selection of courses based upon guidelines and policies approved by the Nursing Program and the Graduate School. Considerable



flexibility is possible within a student's area of interest and specific career goals.

Statute of Limitations

Starting on the first day of matriculation (or with the first transfer course) a time limit of a maximum five years is allowed for the completion of master's degree requirements. This applies to part-time and full-time students. For doctoral students, a student must be admitted to candidacy for the doctoral degree within five years after admission to the doctoral program and at least one academic year before the date on which the degree is to be conferred. The student must complete all program requirements within four years following admission to candidacy.

Registration

Registration is conducted by the Office of Admissions and Registrations, UMAB campus. The student receives detailed instructions concerning dates and registration procedures. Each matriculated student in the School of Nursing must obtain official approval from an advisor for all courses in which enrollment is sought outside the School of Nursing. Credit is granted only if such courses have had prior approval and are successfully completed. Students must file a list of these courses with the registrar on a registration card signed by the advisor. Graduate students are not permitted to enroll for courses on a pass/fail basis.

Students admitted to the Graduate School pay tuition fees whether or not the credit will be

used to satisfy program requirements. Graduate credit will not be given unless the student has been admitted to the Graduate School. The admission of a new student is validated when she/he registers for and completes at least one course during the semester for which entrance was authorized. Every student must register during the official registration period. Students failing to register during these periods will be subject to late registration fees and must have the consent of their advisor, the course instructor, the Graduate School, and the registrar.

Late Registration Fee\$20.00
Change Fee charged for each change in program5.00

Doctoral students must maintain continuous registration. All students must be registered for at least one credit in the semester in which they wish to graduate. Any graduate student making any demand upon the academic or support services of the University, whether taking regular lecture, seminar or independent study courses, using University libraries, laboratories, computer facilities, office space, consulting with faculty advisers or taking comprehensive or final oral examinations, must register for the number of graduate credits which, in the judgment of the faculty and adviser, accurately reflect the students involvement in graduate study and use of University resources. After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Registration is completed with the payment of the required fees. Privileges of the University are available only after registration has been completed.

Graduate Unit System

In order to accurately reflect the involvement of graduate students in their programs of study and research, and the use of University resources in those programs, the graduate councils use the graduate unit system in making calculations to determine full or part-time graduate student status, in the administration of minimum registration requirements described below, and in responding to student requests for certification of full-time status. The number of graduate units per semester credit hour is calculated in the following manner:

Courses in the 001-399 series carry 2 units/credit hour.

- Courses in the 400-499 series carry 4 units/credit hour.
- Courses in the 500-599 series carry 5 units/credit hour.
- Courses in the 600-798 and 800-898 series carry 6 units/credit hour.
- Master's thesis research (799) carries 12 units/credit hour.
- Doctoral dissertation research (899) carries 18 units/credit hour.

To be certified a full-time student, a graduate student must be officially registered for a combination of courses equivalent to 48 units per semester. A graduate assistant holding a regular appointment is a full-time student if registered for 24 units in addition to the service appointment.

Scholastic Requirements

It is the responsibility of each student to remain informed of and adhere to all Graduate School, Nursing Program and University regulations and requirements. Additional policies and procedures are found in the UMAB Graduate School catalogue, the Nursing Program Faculty Advisor/Student Handbook and in Important Dates for Advisors and Students, issued each year by the Graduate School.

The Graduate School requires that all students achieve a B or 3.0 GPA by the end of the third semester of study. No grade below a C is acceptable toward the graduate degree. The Master's Degree Nursing Program requires that a student receive a B or higher in the core and required nursing courses in her/his area of concentration. Any course with a grade below B in the area of concentration must be repeated.

Since graduate students must maintain an overall B average, every credit hour of C in course work must be balanced by a credit hour of A. A course in which a grade of less than B is received may be repeated. The grade on the repeated course whether it is higher or lower than the original grade replaces the original grade. Courses in the degree program which are completed with a D or F must be repeated. Grades earned for thesis or dissertation research are not included in the computation of the GPA.

Grades from courses which are transferred in for degree credit from other schools and/or previous study are also not included in the computation of the GPA.

Transfer Credits

A maximum of six credits of acceptable graduate level course work may be applied toward the master's degree as transfer credits from another school or from the course work only status. In the doctoral program, transfer credits are individually assessed to determine relevance to the student's program of study; a variable number of credits is permissible. Permission must be given by the major advisor and the Graduate School before any credits are transferred. In order to be eligible for transfer, the transfer course must have been taken within the statute of limitations for the degree and may not have been used to satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the final grade point average (GPA).

Credit by Examination

A graduate student may receive credit-by-examination only for a course which she/he is otherwise eligible to receive graduate degree credit. In the master's program a maximum of six (nine in Primary Care) credits is possible through credit-by-examination. A graduate student seeking to utilize this option must obtain the consent of the adviser and of the instructor currently responsible for the course. The Graduate School maintains a list of courses for which examinations are available or will be prepared. A fee is paid upon application for the examination and is not refundable regardless of whether or not the student completes the examination. The grade(s) received for course(s) accepted through credit-by-examination is (are) computed in the grade point average.

Withdrawal from a Course

A withdrawal is noted on the student's transcript by a WD. In cases of excessive absences from courses an F is given unless the student officially withdraws from a course. The semester credits for the F grade are computed in the grade point average.

Incomplete Course Work

A grade of I (Incomplete) is given if course work is not completed because of illness or other reasons satisfactory to the instructor. In calculating the GPA, I=0; therefore a grade of I constitutes a penalty until the I grade is removed. The work must be completed and the I grade must be converted to a letter grade by the

end of the next semester (exceptions include courses numbered 799 or 899 or special problems courses requiring two or more semesters of work before a grade can be determined). If the course requirements are not completed the I grade can be changed by the instructor to a grade appropriate to a computation without the missing work. A course with an incomplete grade should not be repeated. Students with provisional admission or on academic probation may not register for additional course work until the I grade is removed.

Academic Progress—Unsatisfactory Achievement

At the end of each semester, the record of every student is reviewed by the Nursing Program's committee on progression. A student's registration in the graduate program may be discontinued at any time if work or progress is deemed unsatisfactory.

Provisional Admission: Any student admitted provisionally will be granted unconditional status when the provision(s) have been satisfied. The Graduate School will be responsible for notifying the department if a student fails to meet the provisions of admission. The Graduate School will dismiss those provisional students who fail to meet the provisions.

Academic Jeopardy—Unconditional Admission: Unconditionally admitted full-time students who have not maintained a B average during the first semester (9 credits) are to be placed on probation and will be dismissed if B minimum grades in every course (9 credits) are not achieved during the next semester. Unconditionally admitted part-time students who have not maintained a B average for the first 12 credits are to be placed on probation and must achieve B minimum grades in every course during the next 12 credit hours or they too will be dismissed. If the semester's grade point average is below 2.75 the student will be requested to withdraw.

Academic Progress at the End of the Third Semester: A cumulative GPA of 3.0 must be attained by all graduate students (M.S. and Ph.D. students) by the end of the third semester and thereafter. Failure to achieve and maintain the 3.00 average will result in dismissal from the program. In addition, a satisfactory level of research performance as determined by the research advisor and Research Committee must

be maintained or a dismissal from the program could result.

Failure of Comprehensive Examinations in Master's Degree Program: A master's student who fails one or more questions on the comprehensive examination may schedule a retake examination. If a student should have a second failure of an examination question(s), additional course work will be required as recommended by the student's advisor. Failure on the second retake will result in dismissal of the student.

Additional Doctoral Program Requirements: A student will be asked to withdraw from the doctoral program upon recommendation of the Doctoral Program Committee if any of the following events occurs.

- a. Failure to maintain a cumulative GPA of 3.0 (as specified above).
- b. Failure on preliminary examination at second attempt.
- c. Failure on comprehensive examination at second attempt.
- d. Failure to be admitted to candidacy within five years of admission into the program.
- e. Failure to complete degree requirements within four years following admission to candidacy.
- f. Failure to demonstrate a satisfactory level of research performance as determined by the Research Advisor and Dissertation Advisory Committee.
- g. Failure to maintain continuous registration.

Withdrawal, Suspension, Dismissal

A "Graduate School Program Withdrawal Form" must be completed and submitted when a student officially withdraws from the graduate program. An application or withdrawal bearing the proper signatures must be filed in the Office of the Registrar. If a student leaves the University prior to the conclusion of a semester or session, the date used in computing a refund is the date the application for withdrawal is filed in the registrar's office. A student who withdraws during a semester and does not file an application for withdrawal with the registrar will receive marks of failure in all courses and will forfeit the right to any refund.

The faculty advisor and graduate student share the responsibility for the student's progress. Students are expected to comply with rules and procedures of the Graduate School as well as with specific requirements established

by individual departments. In fulfilling this responsibility the student should seek the advice of a faculty advisor, department chairperson, and/or the administrative officers of the School of Nursing and the staff of the Dean for Graduate Studies.

Procedures are established to protect the institution's integrity and the individual student's interests and welfare. The University of Maryland, through its various faculties and appropriate committees, reserves the discretionary right to suspend any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, accepted standards of practice in a clinical agency, or satisfactory standard of health.

When the actions of a student are judged by competent authority using established procedure to be detrimental to the interests of the university community, that person may be required to withdraw from the University.

Graduation

Requirements for graduation from the master's degree program include: completion of the planned program within a five-year period, achieving a cumulative grade point average of B or 3.0, and completion of a minimum of one year of full-time study or its equivalent. Requirements for graduation from the doctoral program include: completion of the planned program within a nine-year period (a maximum of five years between matriculation and admission to candidacy and a maximum of four years following admission to candidacy); admission to candidacy for the doctoral degree; achieving a cumulative GPA of at least 3.0; successful completion of preliminary, comprehensive and final oral examinations, completion of a satisfactory dissertation, completion of a minimum of two consecutive semesters of full-time study.

The student must be registered for at least one credit in the semester in which she/he wishes to graduate.

Application for the diploma must be filed with the Office of the Registrar within the first three weeks of the semester in which the candidate expects to obtain a degree except during the summer session. During the summer session, the application must be filed in the Office of the Registrar during the first week of classes.

If, for any reason, a student does not graduate at the end of the semester in which he applies for the diploma, he must reapply for it in the semester in which he expects to graduate.

Fees and Expenses

Matriculation (new student)	\$ 20.00
Tuition — per credit (in-state)	67.00
Tuition — per credit (out-of-state)	122.00
Supporting Facilities Fee (full-time) per semester	36.00
Supporting Facilities Fee (part-time) per semester	6.00
Student Health Fee (full-time) per semester	9.00
Health Insurance (Blue Cross)	
One Person	106.68
Two Persons	205.44
Instructional Resources Fee (full-time) per semester	18.00
Instructional Resources Fee (part-time) per semester	9.00
Student Activity Fee (both full and part-time \$7.50 per semester)	7.50
Graduation Fee	15.00
Continuous Registration Fee (Doctoral Candidates)	22.00
Late Registration Fee	20.00
Change Fee	5.00

Student Health and Health Insurance

Health insurance is required of all full-time professional school students (nine or more semester hours) in addition to the Student Health Fee. The insurance coverage at the University of Maryland at Baltimore is Blue Cross-Blue Shield Diagnostic and Major Medical. Additional information concerning this program may be obtained from the Student Health Office.

Students with equivalent insurance coverage must provide proof of such membership at the time of registration and obtain a hospital insurance waiver. Health Services are provided for School of Nursing students through the Student Health Office in Howard Hall.

Malpractice Insurance

All graduate nursing students are required to carry professional malpractice insurance throughout their academic program. Documentation of coverage is required at the time of every registration and must meet the amount set by the School of Nursing and clinical agencies.

Financial Aid Overview

Financial aid in the form of scholarships, grants, loans, and work-programs is awarded to women and men students and is based upon apparent academic ability, nearness to program completion and financial need. Applicants must complete a traineeship application at admission or preregistration preceding the semester for which aid is sought. Separate applications must

be completed in the financial aid office to be considered for funding from sources outside the school. Because of limitations in available funds, preference is given to full-time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and non-academic regulations of the University. Graduate students must maintain a 3.0 GPA to be eligible for financial aid. In the case of new students, applicants must have been accepted for admission to the University before the financial application will be reviewed.

Students should make early contact with the financial aid office to insure compliance with filing dates for completed aid applications. Requests for information about, and applications for, financial aid should be addressed to the following:

Student Aid Officer
University of Maryland at Baltimore
624 W. Lombard Street
Baltimore, Maryland 21201

Sources of Aid

University Sources

Graduate Assistantships: The School of Nursing provides a limited number of graduate research and teaching assistantships to doctoral students on a competitive basis. These assistantships provide remission of tuition (10 credits per semester) and fees in addition to a modest salary.

The graduate assistant is generally expected to make a work commitment of approximately

20 hours per week. Assigned duties are consistent with the aims and objectives of the teaching and research missions of the University. In addition to the above, some research assistantships are made available through grant or contract funds. Depending on the qualifications required for a particular position, masters and doctoral students may be eligible to apply.

Prospective students interested in being considered for graduate assistantships should make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established.

State Scholarships for Graduate Nursing Program Study: Scholarships are available for Maryland residents enrolled in a graduate nursing program preparing graduates for employment in a "nursing shortage area." Scholarships are available to full and part-time students for a maximum of \$2,000 per year (full-time or part-time equivalent) for one or two years.

Traineeships: Students who meet admission requirements and are U.S. citizens are eligible to apply to the School of Nursing for federal funds for full-time study. Professional nurse traineeships available from the Division of Nursing, Health and Human Services provide tuition, fees, and a monthly stipend. Students in selected specialty areas may also be eligible for support under specialized grants obtained by the School of Nursing or available through application to a specific foundation or funding source. Since there are limitations on the number of traineeships available, applicants are ranked according to total professional background. In the case of all traineeships, prospective students make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established. Graduate students also are referred to the Federal Nursing Loan and Scholarship Program available through the financial aid office.

Nurse Training Act Scholarships and Loans: Scholarships to a maximum of \$2,000 annually and loans to a maximum of \$2,500 annually are available. Loans are at three per cent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study: Support for students in career related employment both on and off campus during the academic year as well as the summer months may be available.

Non-University Sources

Bank Loans: Students may obtain educational loans through private lending institutions such as banks or credit unions. In many cases, federal assistance in the payment of the seven per cent interest can be obtained. As lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduate students to borrow up to \$2,000 annually. MHELC applications are available in the Student Aid Office.

Employment Opportunities

Graduates of the master's degree program of the University of Maryland have a variety of employment opportunities. Surveys of recent graduates indicate 100% employment. Approximately 60% of these graduates are employed in hospitals, 30% as faculty in schools of nursing and 10% in other areas including nursing homes, community mental health and public health clinics. Salaries vary with the type of position, the setting, the geographical areas, and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, D.C. area for new master's graduates range from \$22,000-26,000 per year. Doctorally prepared nurses are in great demand throughout the nation as administrators, faculty and researchers. Salaries vary with the particular position, the geographical area and the individual background of the candidate ranging from \$25,000-\$45,000 per year.

Graduate Student Organizations

Graduates in Nursing (GIN) is an organization of all the students in the graduate program in the School of Nursing. The purpose of the organization is to foster unity among graduate students to aid in the pursuit of individual, institutional and professional goals, and to enhance communication among students, faculty and the community. Student representatives function in a liaison capacity by serving on various School and University committees. GIN serves the graduate student body through orientation programs, a monthly newsletter, education and social functions, and the establishment of ad hoc committees when student, faculty and community needs arise.

As a focal point for graduate student awareness, the UMAB Graduate Student Association (GSA) is comprised of one representative from each department on campus that offers a graduate degree. Its main purpose is to promote a better graduate student life by providing efficient orientation of new students, communicating research interests across departmental lines, and providing a channel for the communication of graduate student concerns to the Dean for Graduate Studies and Research and to the Graduate Council. The Graduate Student Association chooses one of its own members each year to serve as a voting member of the Graduate Council and also elects representatives to the UMAB Senate.

COURSE DESCRIPTIONS

NURS 602 Conceptual Framework for Nursing Practice (5) This course provides an introduction to the articulation of a philosophy of nursing to a conceptual frame work for nursing practice. Our philosophy states that the personal, cognitive, and physical expressions of health interact throughout life and unfold in dynamic interplay with the environment. The two credit theory session each week is a coordinated approach by representative departmental faculty in which the study of scientific concepts which influence man's expressions of health is emphasized. The other three credits provide a departmentally supervised clinical practicum with emphasis on assessment and on evaluation of nursing interventions or regulatory processes. (Kreider and Faculty)

NURS 603 Evaluation of Patient Care: A Clinical Perspective (3) This course provides an opportunity for students to synthesize a framework for evaluating health and nursing care. Emphasis is on the analysis of structure, process and outcomes of nursing care in terms of the personal, physical and cognitive expressions of health. It is designed to supplement the core courses as well as other clinical courses by presenting quality assurance methods, criteria and standards. Prerequisites are the completion of NURS 602 & 701 or permission of instructor. (Walker)

NURS 604 Organizational Behavior and Role Fulfillment (3) An exploration and analysis of commonalities inherent in nursing practice in various roles. Content from systems, role, organizational behavior, consultation,

learning and change theories provides the basis for synthesis into a conceptual framework of practice in teaching, clinical practice and administration. (Faculty)

NURS 606 Influential Forces, Health Care and Health Care Systems (2) The identification and analysis of the economic, social, political and educational forces which influence the health of man, affect the health care delivery system and produce changes in nursing. (Faculty)

NURS 607 Alcoholism and Family Systems (3) The theory content and clinical practicum of this course is designed for the study of alcoholism and the concomitant family patterns of organization. The course emphasizes the use of regulatory processes for the restoration of optimal balance within the family and between the family and its environment, the recruitment of family member/s into treatment, and the prevention of illness among vulnerable family members. (Eells)

NURS 608 Special Problems in Nursing (1-3) Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature. Registration upon consent of advisor. Students may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 611 Introduction to Concepts and Techniques of Primary Care Nursing (2) This course emphasizes the development of the student's concepts of the expanded nursing role. It builds on assessment skills and knowledge pertaining to the conceptual framework acquired in NURS 602. It provides opportunity to collect and analyze data with a variety of skills and techniques that expand the nursing process for the health of adults. Concurrent: NURS 602, NPHY 480. (Faculty)

NURS 613 Clinical Diagnosis and Management I (4) This course prepares the student to function at a beginning level as a nurse practitioner in an ambulatory setting. This is the first of two sequential courses which focuses on a different set of health problems for study. The student applies the nursing process by performing diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive and physical health



of clients with common health problems. Prerequisite: NURS 611, NPHY 480. Open to majors only. (Faculty)

NURS 614 Clinical Diagnosis and Management II (4) This course prepares the student to function as a nurse practitioner in an ambulatory setting with clients who have complex health problems. This is the second of two sequential courses which apply the nursing process by performing communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive and physical health of clients. Prerequisite: NURS 613. Open to majors only. (Faculty)

NURS 615 Advanced Primary Health Care (5) This course consists of intensive applied clinical experience and seminar sessions. It is designed to assist the student in analyzing multiple variables in health and disease, and through a problem solving approach, determine an optimal plan in relation to both short and long-term goals. The emphasis is on increased independence and decisionmaking in an interprofessional environment. Prerequisite: NURS 614. Open to majors only. (Faculty)

NURS 618 Special Problems in Primary Care (1-6) An independent study experience which allows students in the primary care department to develop special competencies or obtain in-depth clinical experience. Students outside the Department of Primary Care Nursing may elect this experience to study selected concepts relating to primary care nursing. Registration upon consent of advisor. Students may register for varying units of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 621 Medical-Surgical Nursing I (2) The first level Medical-Surgical Nursing course focuses on systematic exploration of concepts that are particularly pertinent to adult clients with physical alterations. The concepts are developed within the graduate program framework, interrelationships among concepts are determined and clinical implications are considered. Values, beliefs, and attitudes about nursing, health, and illness are explored. Prerequisite or concurrent: NURS 602 and NPHY 480. (Shubkagel and Faculty)

NURS 622 Medical-Surgical Nursing II (4) Building on Nursing 602 and 621 this course focuses on the articulation of selected concepts with the development, implementation, and evaluation of regulatory processes from the perspective of the graduate program framework. The practicum gives the students an opportunity to test the presented theory within a clinical perspective, to strengthen and extend previously acquired knowledge and skill, and to progress toward attainment of individual clinical goals. Prerequisite: NURS 621. (Shubkagel and Faculty)

NURS 623 Trauma/Critical Care Nursing I (2) This first level Trauma/Critical Care Nursing course focuses on systematic exploration of concepts particularly relevant to trauma patients and their families. The concepts are developed within the graduate program framework, interrelationships among concepts are determined and clinical implications are considered; examples of concepts to be examined would include body image, sensation, mobility, motility, perception and stress. Each student explores one concept in depth with development/critique of an assessment tool which is relevant to the clinical area. Consideration is given to assessment data obtained through technologies available in the Trauma/ Critical Care environment. Prerequisite:

sites or concurrent: NURS 602 and NPHY 480. (Gordon and Faculty)

NURS 624 Trauma/Critical Care Nursing II

(4) This second level course focuses on regulatory processes useful in the trauma/critical care process. Surveillance, ministration, confrontation, and affirmation are examples of regulatory processes which will be examined in theory and as nursing strategies in the clinical setting. Relevant technologies will be considered (respirators, airways, invasive catheters, hyperalimentation and immobilization devices) as tools in surveillance and ministration. Evaluation of the effect of these strategies in the rapidly changing patient situation exemplified by critical care/trauma will be considered. Prerequisite: NURS 623. (Gordon and Faculty)

✓ **NURS 625 Introduction to Gerontological Nursing (2)**

This introductory course traces, via an historical perspective, the beginnings of the science of gerontology and gerontological nursing. The focus is on implications for nursing in regard to the myths and misconceptions, current health care problems and the influence societal thinking has had on attitudes and interests regarding the elderly. (Stilwell and Faculty)

NURS 626 Processes of Aging: Implications for Nursing Care (4)

This course provides an indepth analysis of specific concepts related to the cognitive, physical and psychosocial health care problems of the aged. The emphasis in exploring these concepts is on assessment methodologies and nursing care strategies which are designed to assist the aged person to cope with alterations in the expressions of health related to the aging process and, where possible, prevent the occurrence of alterations in health. (Stilwell and Faculty)

NURS 628 Special Problems in Medical-Surgical Nursing (1-3)

Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special topics or topics of an inter departmental nature within the broad category of medical-surgical nursing. Registration upon consent of adviser. Student may register for varying amounts of credits ranging from one-three credits per semester with a maximum of six credits per degree. (Shubkagel and Faculty)

NURS 631 Maternal and Infant Nursing I

(2) First of a two-semester sequence. A con-

ceptual approach which focuses on extensive understanding of nursing in society's total program of maternal health services with emphasis on increased practitioner skills for independent and collaborative components of professional nursing of mothers and infants. Prerequisite: NURS 602. (Neal and Faculty)

NURS 632 Maternal and Infant Nursing II

(4) Focuses on extensive knowledge and understanding of maternal care and on gaining increased collaborative and practitioner skills in professional nursing within interdisciplinary health agencies and institutions. Second Semester of a two-semester sequence. Prerequisites: NURS 602 and NURS 631. (Neal and Faculty)

NURS 638 Special Problems in Maternity Nursing (1-3)

Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of maternity nursing. Registration upon consent of advisor. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Neal and Faculty)

NURS 641 Nursing of Children I (2)

First semester of a two-semester sequence. Focuses on extensive knowledge and understanding of nursing in society's total program of child health services and on gaining increased practitioner skills in professional nursing of children. Prerequisite: NURS 602. (Neal and Faculty)

NURS 642 Nursing of Children II (4)

Focuses on extensive knowledge and understanding in society's total program of child health services and in gaining increased collaborative and practitioner skills in professional nursing of children. Second semester of a two-semester sequence. Prerequisites: NURS 602 and NURS 641. (Neal and Faculty)

NURS 648 Special Problems in Nursing of Children (1-3)

Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of nursing of children. Registration upon consent of advisor. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Neal and Faculty)

NURS 650 Foundations for Psychiatric Nursing I (2) This is the first half of a two semester course which will provide graduate students in psychiatric nursing with a theoretical basis for clinical practice, an overview of multiple schools of psychotherapy, and a matrix within which to integrate concepts for Core I (N 602) which are particularly relevant to psychiatric nursing. The course content encourages the student to view the client developmentally in order to assess his/her or the family's problem(s) and to choose therapeutic interventions that are grounded either in theory or in knowledge generated from empirically tested data. Either NURS 650 or NURS 750 must be taken concurrently with NURS 602. Offered Fall semester. (Aguilera and Faculty)

NURS 651 Individual Therapy (3) Individual therapy builds upon the interpersonal and analytic skill developed in the clinical portion of NURS 602. This course examines specific types of ineffective social behaviors as well as personality disturbances and their treatment within the contexts of psychiatric and nursing literature. (Robinson)

NURS 652 Group Theory and Practice I (3) This course is designed to provide the basis for a conceptual framework in group psychotherapy. Emphasis is placed on the application of theory to group practice. Included is the study of the therapist's role in the development of technical and communication skills in group work. Each student is required to co-lead a group approved by the faculty. (Aguilera and Faculty)

NURS 653 Group Theory and Practice II (3) This course is designed to further develop the student's theoretical and clinical expertise in group work and group psychotherapy. Emphasis is placed on the role of the therapist in the integration and utilization of theoretical concepts to clinical group practice and in developing skills in supervision. Specialized group therapy techniques and research as related to group practice are reviewed. Each student is required to co-lead a group approved by the faculty. Prerequisite: NURS 652. (Aguilera and Faculty)

NURS 654 Liaison Nursing I (3) The students gain skills in therapeutic interaction with hospitalized, physically ill patients based upon their assessment of the patient's psychological needs and an evaluation of appropriate vehicles for their gratification. Goals are established

which take into consideration physiological versus psychological priorities, assigning weights in terms of immediacy of need. The hospital is viewed as a social system, and means of interacting effectively in it are explored. Offered Fall Semester. (Robinson)

NURS 655 Orientation to Critical Concepts in Family (3) Orientation to the theories and techniques of family therapy. Emphasis on family systems theory (the Bowen Theory). Development of observational skills and interview experience with selected families. (Cain and Faculty)

NURS 656 Introduction to Clinical Practice With Families (3) Orientation to the role of the clinician in family therapy. Emphasis is on the identification of existing family behavior patterns. Clinical practice with at least one family. Prerequisite: NURS 655. (Cain and Faculty)

NURS 657 Advanced Clinical Practice With Families (3) Advanced clinical practice and refinement of clinical skills. Prerequisite: NURS 656. (Cain)

NURS 658 Special Problems in Adult Psychiatric Nursing (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the area of adult psychiatric nursing. Registration upon consent of advisor. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Aguilera and Faculty)

NURS 659 Mental Health Consultation (3) This course is designed to introduce the student to the principles and practice of mental health consultation and basic Community Mental Health Theory. Caplan's Model of mental health consultation will be stressed as well as development and management of consultation programs. Students will provide weekly consultation to a community health care setting or social agency approved by the faculty. Prerequisite: Clinical and/or academic courses in psychiatric/community health nursing. (Aguilera and Faculty)

NURS 660 Introduction to Selected Aspects of Child Development I (2) This course explores selective theoretical concepts of

child development during the first six years of life. Emphasis is placed on integrating personality development and intellectual development. Assessment tools which reflect the theories presented will be discussed. (McElroy)

NURS 661 Orientation to Critical Problems in Family-Child Relations (3) First of two semester sequence. This course provides a broad view of child psychopathology with emphasis on intrapsychic, interpersonal and socio-cultural dynamics. The integration of concepts in nursing practice, particularly the development of assessment and interviewing skills, is stressed. (Faculty)

NURS 664 Introduction to Selected Aspects of Child Development II (2) This course explores selective theoretical concepts of child development during the years from seven through adolescence. Emphasis is placed on examining the following theorists: Erikson, Winnicott, Lidz and Piaget. Prerequisite: NURS 660. (McElroy)

NURS 665 Comprehensive Care of Children With Psychiatric Disorders (3) Second of a two-semester sequence. This course provides theoretical concepts underlying the treatment of children with psychiatric disorders. The clinical component provides opportunity to implement treatment modalities in a variety of settings. Prerequisite: NURS 661. (Faculty)

NURS 668 Special Problems in Child Psychiatric Nursing (1-3) Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of child psychiatric nursing. Registration upon consent of advisor. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Aguilera and Faculty)

NURS 670 School Health (2) This course is designed to examine factors and programs that contribute to the promotion and maintenance of health in the school population. The development of school health programs and services are discussed. Issues, legislation and organizations involved in school health are explored. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary ap-

proach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Session. (Northrop and Strasser)

NURS 671 Epidemiology (2) A contemporary approach to epidemiological concepts and methods. General considerations and laboratory application to data in specific situations. Open to non-nursing majors with permission of instructor. Prerequisite: Statistics. Offered Spring Semester. (Kohler)

NURS 672 Community Health Nursing I (1) This first level departmental course is designed to explore the relevancy of the school's conceptual framework for community health practice. Students also discuss the nature and scope of community health nursing and its relationship to the public health sciences and to nursing. Family and community are identified as the basic units of study and primary prevention as a major responsibility. Prerequisite or concurrent: NURS 602. Offered Fall Semester. (Eells)

NURS 673 Community Health Nursing II (3) This is a required second level departmental course. Although students continue with their community assessment and one well family selected during NURS 602, analytical focus is extended to include the use of regulatory processes with families who have multiple problems. Additional conceptual frameworks commonly employed in family and community study are examined. Program planning, implementation, and evaluation are discussed in relation to the student's assessment of a community's health problems. Prerequisites or Concurrent: NURS 606 and NURS 672. Offered Spring Semester. (Ruth)

NURS 674 Community Health Nursing Within the Health Care System (2) This course focuses upon the relationship between the health level of the community and the organization of the health care system. Social and political forces and major public policies that are shaping the organization and delivery of community health nursing services will be analyzed. An examination of theory, research, governmental and other professional documents will provide the basis for discussion as to how effective and efficient services can be achieved. Various systems of health care organization will be compared in terms of health level, structure, and reimbursement mechanisms. Open to non-



nursing majors with permission of instructor. Offered Spring Semester. (Ruth)

NURS 675 Community Health Nursing III

(2) This is a required third level departmental course for students whose area of concentration is community health nursing. It is given concurrently with the practicum in role preparation. While the emphasis is upon intervention strategies and regulatory processes in community health nursing, content related to public health administration is discussed and includes areas such as reimbursement mechanisms, legislation and regulation, and standards of practice. Students will plan, implement, and evaluate a health program of primary prevention in their selected communities. Prerequisites or Concurrent: NURS 604 and NURS 673. Offered Fall Semester. (Northrop and Strasser)

NURS 676 Community Health Groups: Leadership Strategies (2)

The theory content and practicum of this course offer learning experiences particularly pertinent and applicable to working with well families and health-oriented community groups. The course is designed to provide graduate students in community health nursing and other specialty areas an opportunity to gain additional skills in the use of group leadership strategies to bring about change toward defined goals and objectives. Prerequisite: Basic course in group dynamics; permission of instructor. Open to non-nursing majors. Offered Spring Semester. (Strasser)

NURS 678 Special Problems in Community Health Nursing (1-3) Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of community health nursing. Registration by consent of adviser. Students may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 680 Curriculum and Instruction in Nursing Education (3) This course combines the elements of the curriculum process with instructional principles and methodologies through both faculty and student conducted seminars. It is designed to assist the student in the understanding and application of the foundations and methods of curriculum development. Prerequisite or concurrent: NURS 604. (Faculty)

NURS 682 Practicum in Teaching in Nursing (3) Experience in clinical and classroom settings promotes the opportunity for development and increased skill in the total teaching learning process. An analytical approach to teaching effectiveness is emphasized. Placement in junior colleges, baccalaureate programs or in-service settings is arranged according to track selected. Prerequisite: NURS 604 and two semesters of clinical course work. (Heller and Faculty) Prerequisite or concurrent: NURS 680.

NURS 683 Practicum for Clinical Specialist in Nursing (4) Supervised experience is provided by each clinical department which will prepare the graduate student to function in the role of clinical specialist. Placement may be in community or home settings, chronic and long-term care facilities as well as intensive care units. Concurrent: NURS 684. (Jarrett and Faculty)

NURS 684 Seminar in Nursing—Clinical Specialization (2) This seminar focuses on increasing organizational behaviors to function effectively as clinical nurse specialists. Particular attention is given to improving the delivery of health care to consumers through consultation, teaching, research, and clinical practice in medical-surgical, maternal and child health, psychiatric (adult and child), gerontological and community health nursing. Concurrent: NURS 683. (Jarrett)

NURS 685 Instructional Skills (3) This course, conducted by means of microteaching lab, fosters the development and analysis of selected teaching skills directed at predetermined levels of functioning in the cognitive, affective and psychomotor domains. Prerequisite: NURS 604 and two semesters of clinical course work. Prerequisite or concurrent: NURS 680. (Heller and Faculty)

NURS 688 Special Problems in Nursing Education (1-3) The major objectives of this independent study experience are to develop further competencies in the area of teaching. Registration upon consent of adviser. Student may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 689 Special Problems in Clinical Specialization (1-3) The major objectives of this independent study experience are to develop further competencies in the areas of clinical specialization. Registration upon consent of advisor. Students may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 690 Managerial Health Finance (3) This course focuses on the role and responsibility of the administrator in fiscal management of health-care institutions in both the public and private sectors. Training is provided in resource management and accountability. Conceptual and practical issues related to health care eco-

nomics, financial management, and budget preparation will be stressed. Prerequisite: NURS 604. (Proulx and Faculty)

NURS 691 Administration of Nursing Education (2) Application of administrative processes as employed in nursing education settings. Comparison and contrasts of administrative skill requirements among types of educational programs will be addressed where appropriate. Prerequisite: NURS 604. (Heller)

NURS 692 Administration of Nursing Service (2) Examination and application of administrative processes employed in nursing service settings. The independent and interdependent functions of nurse administrators in an organization, at various levels of decision making, are identified and analyzed. Prerequisite: NURS 604. (Proulx and Faculty)

NURS 693 Practicum in Nursing Service Administration (4) Field placements provide for synthesis of learning through observation of and participation in administrative activities. Placements are arranged to support skill development in keeping with the student's career goals. Regular conferences with university instructors and field preceptor enrich the student's learning opportunity. Prerequisite: NURS 692. (Proulx and Faculty)

NURS 694 Practicum in Nursing Education Administration (4) Field placement provides for synthesis of learning through observation of and participation in administrative activities. Students may elect placement in baccalaureate or associate degree basic education programs or in staff development settings. Regular conferences with university instructors and the field preceptor enrich the student's learning opportunity. Prerequisite: NURS 691. (Heller and Faculty)

NURS 696 Cases and Concepts in Nursing Administration (2) Second level course in Nursing Administration. It is a required course for students whose major area of concentration is Administration of Nursing Service/Education and is an elective course open to all other students. The course focuses on administrative cases and is designed to assist the student in exploring administrative concepts and analyzing administrative situations. Prerequisite: NURS 604. (Faculty)

NURS 697 Seminar in Nursing—Health Policy (2) This course focuses on formulation

and implementation of health policy viewed from a historical perspective and an examination of selected current issues. Attention will be given to the role of nurses in influencing policy decisions. Prerequisite POSI-601. Open to majors only. (Scott)

NURS 698 Special Problems in Nursing Administration (1-3) The major objective of this independent study experience is to develop further competencies in the area of administration. Registration by consent of advisor. Student may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 699 Practicum in Nursing-Health Policy (4) This course is the last in nursing health policy major. Practical experience in selected agencies will reinforce and enhance analytic skills needed in policy formulation and implementation. Placement will be in accord with students' special interests in the nursing health field. Prerequisite: NURS 697: Seminar in Nursing and Health Policy. (Scott)

NURS 701 Research Methods and Materials in Nursing (3) One four-hour lecture/lab a week. Includes basic understandings of the philosophy of research, the nature of scientific thinking, and methods of research study. Prerequisite: Basic statistics. (Faculty)

NURS 702 Application of Inferential Statistics to Nursing Research Designs (2) This course emphasizes the requirements and interpretation of inferential procedures widely used in nursing research designs. Statistical computer programs are utilized with actual nursing data. Selection of the most appropriate procedure is stressed. Data snooping and alternative analyses are studied including bivariate correlation, partial correlation, one-way ANOVA, ANCOVA, multiple regression and various nonparametric analyses. Instrument reliability is computed and an overview of other procedures is presented. A pragmatic rather than mathematical approach is used. A three-hour session each week combines lecture and lab. Prerequisite: NURS 701. (Faculty)

NURS 704 Program Evaluation In Nursing (3) This elective course introduces students to various models and approaches available for the evaluation of nursing programs in both educational and service settings. Class discussions focus on the components of various models,



their relative strengths and weaknesses, and their utility for the evaluation of nursing programs. Opportunities to evaluate program evaluation efforts in nursing are also provided. Prerequisite: Permission of Instructor. (Waltz)

NURS 708 Special Problems in Nursing Research (1-3) The major objective of this independent study experience is to develop further research competencies. Registration upon consent of instructor. Variable amounts of credit ranging from one-three per semester may be taken with a maximum of six credits per degree. (Faculty)

NURS 710 Health Supervision of the Well Child I (3) This is the first of two sequential courses which focus on health promotion and health maintenance for children. This course deals primarily with the health needs of children during the first five years of life. The student will function at a beginning level as a Nurse Practitioner in an ambulatory setting. Emphasis is placed on application of the nursing process: assessing the physical, personal and cognitive expressions of health of well children during the first five years of life within the context of their family environments; developing plans of care based on knowledge of the cultural patterns of the family and of the predominant pattern of organization of the child's expressions of health, implementing and evaluating nursing strategies to promote health and normal growth and development. Prerequisite: NURS 602, NURS 611 or permission of the instructor. (Faculty)

NURS 711 Health Supervision of the Well Child II (3) This is the second of two sequential courses which apply the conceptual framework of the graduate program and the nursing process through communication and assessment skills, developing plans of care, implementing and evaluating the use of selected regulatory processes to promote the personal, cognitive and physical health of children. The course focuses on the health needs of school age children and adolescents. Normal growth and development are emphasized. Prerequisite: NURS 710 or permission of instructor. (Faculty)

NURS 713 Common Health Problems of Children I (4) This is the first of two sequential courses which focus on selected health problems of children frequently encountered in ambulatory settings and the underlying alterations in health equilibrium. Emphasis is placed on problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention. Prerequisite: NURS 602, NURS 611 or permission of instructor. (Faculty)

NURS 714 Common Health Problems of Children II (4) The focus of this second of two sequential courses is selected health care problems of children and the underlying alterations in health equilibrium. The problems considered will be of a more complex nature. Problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention are emphasized. Prerequisite: NURS 713 or permission of instructor. (Faculty)

NURS 715 Advanced Primary Care of Children (5) This course is designed to assist the student to integrate and synthesize the material from all course work, material previously learned and some new concepts in Primary Care Pediatric Nursing. Clinical experiences will allow the student to assume a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team. Prerequisite: NURS 711 and NURS 714. (Faculty)

NURS 721 Psychophysiological Interventions in Nursing (3) This course is an overview of the psychophysiological interrelationships commonly seen in patients manifesting symptomatology such as hypertension, low back pain, headaches and arthritis.

Psychophysiological models unique to advanced nursing assessment and intervention within a family systems framework are examined, practiced and applied to actual client situations. Prerequisite: NURS 602 Conceptual Framework for Nursing Practice. (Thomas)

NURS 750 Foundations for Psychiatric Nursing II (2) This is the second half of a two semester course which will provide graduate students in psychiatric nursing with a theoretical basis for clinical practice, an overview of multiple schools of psychotherapy, and a matrix within which to integrate concepts for Core I which are particularly relevant to psychiatric nursing. The course content encourages the student to view the client developmentally in order to assess his/her or the family's problem(s) and to choose therapeutic interventions that are grounded either in theory or in knowledge generated from empirically tested data. Either NURS 650 or NURS 750 must be taken concurrently with NURS 602. Offered Spring semester. (Aguilera and Faculty)

NURS 754 Liaison Nursing II (3) The second level course in psychiatric liaison nursing



presents material relevant to specific patient population which are targeted by the liaison practitioner. In the latter half of the course, the student begins to explore those issues involved in working with nursing staff, rather than directly with patients to meet the latter's psychological needs. In addition liaison research projects that were identified in the first level course will be further developed to meet seminar paper or thesis requirements. Prerequisites: NURS 654. (Robinson)

NURS 770 Strategies for Legal-Ethical Dilemmas in Nursing (2) This course is designed to explore and analyze legal and ethical dimensions of nursing interventions within the context of selected professional issues such as autonomy, privacy, justice, power, responsibility, self-regulation, confidentiality, use of human subjects and informed consent. The process of identifying issues, taking and supporting positions and selecting effective nursing strategies will be stressed. The interface of law ethics and nursing is the primary focus of the course. Prerequisites: NURS 602 or permission of instructor. (Northrop)

NURS 771 Occupational Health (2) This course provides an examination of issues and research in occupational health. The expressions of health of working segments of the adult population in various occupations will be explored. The role of the health provider in occupational health is considered in terms of legislation, private and public industry, unionized and nonunionized workers. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary approach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Semester. (Northrop)

NURS 799 Master's Thesis Research (1-6) (Faculty)

NURS 801 Conceptual Basis for Nursing (2) This course provides experience in conceptualizing health-related behavior as an initial step in nursing research. Biological, psychological, cognitive and social dimensions of selected concepts relevant to nursing practice are examined theoretically and operationally. The interrelatedness of these dimensions is viewed as constituting a major focus in the study of Man from a nursing perspective. (Kreider and Grady)

NURS 802 Analysis of Direct Nursing

Action (4) In this course clinical settings will be utilized for the examination of client states and nursing actions. From a theoretical perspective students will develop and implement a plan for study of nursing actions and the client states which are stimuli for and responses to nursing actions. Prerequisites: NURS 801 (Kreider and Grady)

NURS 803 Conceptualization of Nursing Systems (2)

An overview of the social, political and organizational contexts within which nursing is practiced and taught. Includes an introduction to and comparison of organizational and systems theories, and consideration of organizational problems of particular importance to the practice and teaching of nursing. (Jacox)

NURS 804 Analysis of Indirect Nursing

Action (4) The processes by which national health and nursing policies are determined and organizational problems of particular importance to the practice and teaching of nursing are analyzed. Emphasis is placed on factors which influence the acquisition and use of nursing resources, the regulation of nursing practice, authority and decision-making, and conflict management in organizations. Prerequisite: NURS 803. (Jacox)

NURS 805 Analysis and Development

Nursing Theory (4) Philosophical bases for nursing theory are analyzed and several metatheoretical approaches to theory development are studied. Extant nursing theories are analyzed, compared and evaluated. Prerequisite: NURS 602 or equivalent. (Lenz and Suppe)

NURS 806 Seminar in Nursing Science

(2) Philosophical, theoretical and professional issues to be considered in discovering and verifying nursing knowledge are addressed. Approaches to theory development in nursing are examined and critiqued. Prerequisite: NURS 805 (Lenz and Faculty)

NURS 811 Measurement of Nursing Phenomena (3)

The theoretical basis of measurement will be presented as a foundation for the development and evaluation of measurement tools for use in nursing research. Types of measures, techniques of construction, the statistical analysis of reliability and validity, and strengths and limitations for use of selected measures in nursing research will be presented. Nursing research studies will be evaluated relative to mea-

surement theory. Tools and procedures, including those used to measure effective, cognitive, behavioral and physiological aspects of selected concepts, will be evaluated. Prerequisites: NURS 702 , NURS 813 or equivalent. (Waltz)

NURS 812 Seminar in Nursing Measurement (3) The theoretical basis of measurement will be applied in a highly individualized experience in the development and testing of an instrument to measure a selected concept of relevance in nursing research. The seminar will provide the opportunity for discussion of problems, issues and strategies involved in tool construction and validation and for the sharing of experiences. Prerequisite: NURS 811 and NURS 813 (Waltz)

NURS 813 Design of Nursing Research (3) The emphasis in this course is on the acquisition of methods and techniques for extending the scientific base of knowledge for nursing practice. Research studies, taken from the health care literature, which address questions of impact to nursing will serve as foci for discussion throughout the term. Research designs and related statistical procedures will be examined in terms of their appropriateness for addressing various nursing problems. Small-scale research projects will be carried out in order to facilitate acquisition of desired skills. (Wolfe and Faculty)

NURS 815 Advanced Seminar in Nursing Research (3) Emphasis is on use of pre- and quasi-experimental designs and related statistical procedures for the study of nursing problems. Included are evaluation research strategies, issues of research control in field settings and major sampling procedures. Prerequisites or concurrent: NURS 813, COMP 601 or equivalent. (Prescott)

NURS 818 Special Topics in Nursing Research (1-3) A directed individually planned research experience which provides doctoral students the opportunity to work collaboratively with a faculty member on an ongoing research project. Specific requirements and credit are determined by contractual agreement; repeatable to a maximum of 6 credits. (Faculty)

NURS 888 Special Problems in Direct Nursing (1-3) Students select a topic of particular professional interest within the sphere of direct nursing, to be studied with a graduate faculty member with special competence in the

subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable to a maximum of 6 credits. (Faculty)

NURS 898 Special Problems in Indirect Nursing (1-3) Students select a topic of professional interest within the sphere of indirect nursing, to be studied with a graduate faculty member with special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable to a maximum of 6 credits. (Faculty)

NURS 899 Doctoral Dissertation Research (1-12) Variable credit (Faculty)

NPHY 421, 422 Principles of Human Physiology (3, 3) Required for students majoring in maternal and child nursing. Open to all other students (Urbaitis)

NPHY 480 Human Physiology (3) The focus of this course is directed toward the study of selected areas in normal human physiology. Emphasis is given to analysis of normal function at the cellular and organ levels. Major regulatory and integrative mechanisms of the body are elaborated to elucidate body function. This course expands upon a basic knowledge of physiology. (Faculty)

NPHY 610 Methods and Principles of Applied Physiology I (3) The first of two sequential courses designed to provide the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific pathophysiologic principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 480. (Faculty)

NPHY 611 Methods and Principles of Applied Physiology II (3) The last of two sequential courses designed to provide the student with an indepth base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific pathophysiologic entities and study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 480 and NPHY 610. (Faculty)

**CONTINUING EDUCATION
PROGRAM**





The Continuing Education Program is designed to facilitate the life-long learning process of individual nurses and provides an essential bridge between the School of Nursing and the nursing community in Maryland. The program offers workshops, short courses and seminars which build upon the basic preparation of the registered nurse and serve to enhance or update knowledge and professional competence in the delivery of health services. Aware of the expanding decision making responsibilities now confronting nurses, the program provides for opportunities to learn about new concepts in professional nursing, and bring participants into dialogue with colleagues in the nursing profession as well as experts in related fields.

Activities are coordinated with other professional groups, institutions and health related agencies in the state to encourage cooperative planning and interprofessional programming. Regional committees consisting of nurses in western and southern Maryland and the Eastern

Shore assist with identification of continuing education needs and participate in planning and implementing individual offerings in those regions.

The School of Nursing Committee for Continuing Education serves in an advisory capacity for program development and evaluation. Faculty members participate in planning for and teaching in specific offerings and serve as consultants as appropriate.

The Interprofessional Council for Continuing Education, UMAB, is composed of the Directors of Continuing Education in the six professional schools. The number and scope of interprofessional offerings has increased considerably as a result of the Council's activities.

Appropriate continuing education units (CEU'S) based upon guidelines and criteria established by the National Task Force on the Continuing Education Unit are awarded to participants completing offerings sponsored or co-sponsored by the School of Nursing.

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School of Nursing Administration

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University of Southern California, Los Angeles, 1974; (RN)

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- Cogliano, Janet**, *Assistant Professor of Medical and Surgical Nursing* (Graduate Program) B.S., University of Maryland, 1965; M.S.N., Catholic University of America, 1975; D.N.Sc., Catholic University of America, 1981; (RN)
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- Cusson, Regina**, *Instructor of Nursing* (Maternal and Child) B.S., St. Joseph's College, 1971; M.S., University of Maryland, 1978; (RN)
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- Fitzgerald, Sheila, T.**, *Instructor of Primary Care Nursing* (Graduate Program) B.S.N., University of Wisconsin, 1968; M.S.N., University of Pennsylvania, 1973; (RN)
- Fontaine, Dorothy**, *Instructor of Medical and Surgical Nursing* (Graduate Program) B.S., Villanova University, 1972; M.S., University of Maryland, 1977; (RN)
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- *Fortna, Nancy**, *Instructor of Nursing* (Nursing of Children) B.S.N., University of Pennsylvania, 1964; M.S.N., 1966; (RN)
- *Fritz, Winona**, *Assistant Professor Nursing, Career Development* (Graduate Program) B.S.N., University of Missouri, 1968; M.S., University of Maryland, 1977; (RN)
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- Gerardi, Ruth**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S.N., Widener University, 1971; M.S., University of Maryland, 1970; (RN)
- Gift, Audrey**, *Assistant Professor* (Medical-Surgical Nursing) B.S.N., Teachers College, Columbia University, 1967; University of Pennsylvania, 1969; (RN)
- Giles, Lois A.**, *Instructor of Nursing* (Psychiatric Nursing) B.S., University of Maryland, 1975; M.S., 1977; (RN)
- Gipe, Florence M.**, *Dean Emerita* B.S., Catholic University of America, 1937; M.S., University of Pennsylvania, 1940; Ed.D., University of Maryland, 1952; (RN)
- *Gordon, Dorothy L.**, *Assistant Professor of Medical and Surgical Nursing* (Graduate Program) B.S.N., University of Pennsylvania, 1963; M.S., New York University, 1968; D.N.Sc., The Catholic University of America, 1975; (RN)
- Gray, Peggy**, *Instructor of Nursing* (Gerontological Nursing) B.S., University of Virginia, 1969; Ohio State University, 1973; (RN)
- Grimm, Patricia M.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., University of Connecticut, 1964; M.S., Catholic University, 1976; (RN)
- Guberski, Thomasine**, *Assistant Professor of Primary Care Nursing* (Graduate Program) B.S., American International College, 1964; M.S., University of Michigan, 1969; (RN)
- Gunnnett, Ann E.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S., University of Maryland, 1968; M.S., Case Western Reserve University, 1975; (RN)
- Hale, Shirley L.**, *Associate Professor of Nursing* (Psychiatric Nursing) B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960; Ph.D., 1974; (RN)
- Hall, Pamela S.**, *Instructor of Medical-Surgical Nursing* (Graduate Program) B.S., University of Maryland, 1974; M.S., 1980; (RN)
- Hardman, Margaret A.**, *Assistant Professor of Nursing* (Maternity Nursing) B.S., University of Oregon, 1955; M.S., University of Maryland, 1972; (RN)
- Harper, Doreen C.**, *Chairperson, Undergraduate Expansion UMBC and Assistant Professor*; B.S.N., Cornell University, 1971; M.S.N., Catholic University of America, 1974; Ph.D., University of Maryland, 1980; (RN)
- *Harvey, Ann H.**, *Assistant Professor of Medical and Surgical Nursing* (Graduate Program) B.S., University of Maryland, 1964; M.S., 1967; (RN)
- Hechenberger, Nan B.**, *Dean and Professor* B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; (RN)
- Heller, Barbara**, *Associate Professor, Career Development*, (Graduate Program) B.S., Boston University, 1962; M.S.N., Adelphi University, 1966; Ed. M., Teachers College, Columbia University, 1971; Ed. D., 1973; (RN)
- *Hicks, Johnnye M.**, *Assistant Professor of Maternal and Child Nursing* (Graduate Program) B.S., Winston-Salem University, 1961; M.S., Yale University, 1965; (RN) Certified Nurse Midwife
- Holt, Frieda M.**, *Associate Dean for Graduate Studies and Professor* (Graduate Program) B.S.,

- University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973; (RN)
- Horensky, Judith L.**, *Instructor of Nursing* (Community Health Nursing) B.S.N., University of Pittsburgh, 1964; M.S., University of Maryland, 1978; (RN)
- Ignatavicius, Donna D.**, *Instructor of Nursing* (Medical-Surgical Nursing) B.S.N., University of Maryland, 1976; M.S., 1981; (RN)
- Jacox, Ada**, *Director, Center for Research and Professor* B.S., Columbia University, 1959; M.S., Wayne State University, 1965; Ph.D., Case Western Reserve University, 1969; (RN)
- Jarrett, Grace**, *Assistant Professor of Nursing, Career Development: Clinical Specialization* (Graduate Program) B.S.N., Hunter College, 1973; M.A., Columbia University, 1974; Ph.D., University of Maryland, 1979; (RN)
- **Jones, L. Colette**, *Assistant Professor of Primary Care Nursing* (Graduate Program), B.S., University of Nebraska, 1958; M.S., The Catholic University of America, 1972; Ph.D., University of Maryland, 1978; (RN)
- Kennedy, Patricia H.**, *Assistant Professor Nursing* (Psychiatric Nursing) B.S., University of Maryland, 1962; M.S., 1963; (RN)
- Kleeman, Karen M.**, *Assistant Professor of Medical and Surgical Nursing* (Graduate Program) B.S., Columbia Union College, 1968; M.S., University of Colorado, 1971; (RN)
- Klemm, Paula R.**, *Instructor of Nursing* (Medical-Surgical Nursing) B.S.N., Stony Brook University, 1976; M.S., University of Maryland, 1981; (RN)
- **Kohler, Helen R.**, *Director, Outreach Projects and Associate Professor of Nursing* (Community Health Nursing) B.S., University of Pennsylvania, 1960; M.S., University of Minnesota, 1962; Ph.D., University of North Carolina, 1974; (RN)
- Krauss, Nancy E.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1967; (RN)
- Kreider, Mildred S.**, *Associate Professor of Medical and Surgical Nursing* (Graduate Program) B.S.N., Goshen College, 1958; M.S., University of Maryland, 1968; Ph.D., 1976; (RN)
- Lamm, Naomi H.**, *Instructor of Nursing* (Maternal Child Nursing) B.S.N., University of Maryland, 1976; M.S., 1981; (RN)
- Leidy, Susan**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S., Elizabethtown College, 1970; M.S.N., University of Pennsylvania, 1972; (RN)
- Lenz, Elizabeth R.**, *Director of Doctoral Program and Associate Professor* (Graduate Program) B.S.N., DePauw University, 1964; M.S., Boston College, 1967; Ph.D., University of Delaware, 1976; (RN)
- Linthicum, Louise R.**, *Associate Professor of Nursing* (Maternal and Child Nursing) B.S., Johns Hopkins University, 1959; M.S., University of Maryland, 1964; Ph.D., 1975; (RN)
- Liscik, Eileen**, *Instructor* (Pediatric Nursing) B.S.N., University of Pittsburgh, 1973; M.S. Catholic University of America, 1977; (RN)
- Marshall, Mary Jo**, *Instructor* (Pediatric Nursing) B.S.N., University of Maryland, 1969; M.S.N., University of Texas, 1976; (RN)
- McBee, Betty M.**, *Assistant Professor of Nursing* (Maternity Nursing) B.S., University of Maryland, 1967; M.S., 1971; (RN)
- **McElroy, Evelyn M.**, *Associate Professor of Psychiatric Nursing* (Graduate Program) B.S., University of Colorado, 1961; M.S., University of Maryland, 1966; Ph.D., 1973; (RN)
- McEntee, Margaret A.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S., Seton Hall University, 1968; M.S., University of Maryland, 1973; (RN)
- McFadden, Ellen A.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., University of Virginia, 1973; M.S., University of Maryland, 1974; (RN)
- McGurn, Wealtha C.**, *Associate Professor of Primary Care Nursing* (Graduate Program) B.S.N., University of Vermont, 1961; M.S., University of Pennsylvania, 1965; M.A., 1971; Ph.D., 1976; (RN)
- McKinney, Denise**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S., University of Delaware, 1973; M.S., University of Maryland, 1978; (RN)
- Madison, Ann**, *Assistant Dean for Academic Services and Associate Professor* B.S., University of Maryland, 1962; M.S., University of Pennsylvania, 1964; Ph.D., University of Maryland, 1973; (RN)
- Maguire, Maureen**, *Assistant Professor of Primary Care Nursing* (Graduate Program) B.S.N., University of Pennsylvania, 1969; M.S.N., 1971; (RN)
- Marsan Mosely, H. Jewel**, *Associate Professor of Medical and Surgical Nursing* (Graduate Program) B.S., University of Maryland, 1959; M.S., 1963; (RN)
- Maurer, Frances**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S., California State University, 1977; M.S., University of Maryland, 1979; (RN)
- Melcolm, Norma J.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1969; (RN)
- *Micka, Georgia**, *Instructor of Primary Care Nursing* (Graduate Program) B.S., Columbia University, 1966; M.S., University of Maryland, 1979; (RN)
- Miller, Cynthia**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S.N., University of Maryland, 1976; M.S., 1981; (RN)

- Miller, Patricia**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S., Loyola College, 1974; B.S., Johns Hopkins University, 1977; M.S., University of Maryland, 1979; (RN)
- Montana, Joanne, D.**, *Instructor of Nursing* (Pediatric Nursing) B.S.N., University of Pittsburgh, 1973; Catholic University of America, 1980; (RN)
- Morgan, Ann**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S.N., Catholic University of America, 1960; M.S.N., 1971; (RN)
- Moser, Rose Marie**, *Counselor* B.A., University of Pennsylvania, 1976; M.S., 1977; Ph.D., 1981
- Murphy, Marion I.**, *Dean Emerita* B.S., University of Minnesota, 1936; M.P.H., University of Michigan, 1946; Ph.D., University of Michigan, 1959; (RN)
- Naiven, Lynne**, *Instructor of Nursing* (Maternal Child Nursing) B.S.N., University of Maryland, 1975; M.S., 1977; (RN)
- Naughton, Brian**, *Director, Nursing Media Center and Assistant Professor* B.S., State University of New York, 1970; M.A., Ohio State University, 1971
- Neal, Margaret T.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., Southern Missionary College, 1965; M.S.N., Catholic University of America, 1970; (RN)
- Neal, Mary V.**, *Professor of Maternal and Child Nursing* (Graduate Program) B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952; Ph.D., New York University, 1968; (RN)
- Neff, Phyllis**, *Instructor of Nursing* (Maternal-Child) B.S., University of Maryland, 1976; M.S., University of Maryland, 1979, 1979 (RN)
- *Niklewski, Roberta**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S.N., St. Joseph College, 1972; M.S.N., University of Maryland, 1975; (RN)
- Northrop, Cynthia E.**, *Assistant Professor of Community Health Nursing* (Graduate Program) B.S., Columbia Union College, 1972; M.S., University of Maryland, 1975; J.D., University of Baltimore, 1979; (RN)
- O'Brien, Maureen**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., Boston College, 1964; M.A., Boston University, 1967; (RN)
- O'Connor, Catherine E.**, *Assistant Professor of Gerontological Nursing* (Graduate Program) B.S., University of Maryland, 1975; M.S., 1977; (RN)
- O'Mara, Ann M.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S.N., State University of New York, 1972; M.S.N., Catholic University of America, 1977; (RN)
- Parker, Barbara J.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S., University of Illinois, 1968; M.S., University of Maryland, 1972; (RN)
- Perry, Lesley**, *Acting Chairperson, Senior Year and Assistant Professor* (Pediatric Nursing) B.S.N., Robert Wesleyan College, 1966; M.S., Boston University, 1969; (RN)
- Phillips, May E.**, *Instructor of Nursing* (Maternity Nursing) B.S., University of Vermont, 1960; M.S., University of Maryland, 1980; (RN)
- Prescott, Patricia**, *Associate Professor of Nursing, Center for Research* B.S., University of California, 1965; M.S., 1967; M.A., University of Denver, 1974; Ph.D., 1977; (RN)
- Proulx, Joseph R.**, *Professor, Career Development: Administration of Nursing* (Graduate Program) B.S., University of Bridgeport, 1961; M.S.N., University of Pennsylvania, 1966; Ed.D., Teachers College, Columbia University, 1972; (RN)
- Quinn, Charlene Connolly**, *Instructor of Nursing, Career Development* (Graduate Program) B.S.N., Duke University, 1976; M.S.N., University of Maryland, 1980; (RN)
- Rankin, Elizabeth**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S.N., University of Maryland, 1970; M.S., 1972; Ph.D., 1979; (RN)
- Rapson, Mary**, *Chairperson, Junior Year, Assistant Professor* B.S., University of Maryland, 1961; M.S., 1967; Ph.D., 1980; (RN)
- Rawlings, Norma R.**, *Assistant Professor of Nursing* (Maternity Nursing) B.S., Winston-Salem University, 1964; M.S., University of Maryland, 1968; (RN)
- Redgraves, Patricia C.**, *Instructor of Nursing* (Maternal Child Nursing) B.S.N., University of Maryland, 1975; M.S., 1981; (RN)
- Robinson, Lisa**, *Professor Psychiatric Nursing* (Graduate Program) B.S., American University, 1961; M.S., University of Maryland, 1965; Ph.D., 1970; (RN)
- Roblyer, Jody**, *Instructor* (Pediatric Nursing) B.S., State University of New York at Binghamton, 1977; M.S., University of Maryland, 1982; (RN)
- Rogers, Peggy P.**, *Assistant Professor, Center for Research* B.A., Park College, 1969; M.A., George Peabody College, 1974; Ph.D., 1976
- Ross, Linda J.**, *Assistant Professor of Primary Care Nursing* (Graduate Program) B.S.N., Catholic University, 1967; M.A., Teachers College, Columbia University, 1974; (RN)
- Russell, Sandee E.**, *Instructor of Nursing* (Medical-Surgical Nursing) B.S.N., Duke University, 1973; M.S., University of Maryland, 1981; (RN)
- Ruth, M. Virginia**, *Chairperson, Community Health, Maternal Child and Primary Care Nursing and Associate Professor* (Graduate Program) B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr. P.H., Johns Hopkins University, 1976; (RN) Certified Nurse Midwife
- Sands, Rostta F.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S., University of Maryland, 1966; M.S., 1970; Ph.D., Union Colleges and Universities, Cincinnati, Ohio, 1980; (RN)

- Scott, Doris E.**, *Assistant Professor of Nursing* (Psychiatric Nursing) B.S.N., Dillard University. 1963; M.S., Boston University. 1968; (RN)
- Scott, Jessie M.**, *Associate Professor, Career Development: Nursing Health Policy* (Graduate Program) B.S., University of Pennsylvania. 1943; M.A., Teacher College, Columbia University. 1949; (RN)
- Seff, Sandra**, *Assistant Professor* (Maternity Nursing), B.S. Johns Hopkins University. 1973; M.P.H., 1976; Dr.P.H., 1982; (RN)
- Shelley, Sonya I.**, *Professor, Center for Research* B.S., University of Wisconsin. 1958; M.Ed., University of Maryland. 1971; Ph.D., 1973
- Shubkagel, Betty L.**, *Chairperson, Medical Surgical, Gerontological and Trauma/ Critical Care Nursing and Professor* (Graduate Program) B.S., University of Maryland. 1954; M.N., Emory University. 1957; Ph.D., University of Maryland. 1976; (RN)
- Simmons, Valerie**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S., University of Maryland. 1976; M.S., 1977; (RN)
- Smith, Claudia M.**, *Assistant Professor of Nursing* (Community Health Nursing) B.S., University of Maryland. 1965; M.P.H., University of North Carolina. 1971; (RN)
- Smith, Ruth S.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) A.B., Asbury College. 1960; M.N.Ed., University of Pittsburgh. 1964; (RN)
- Soeken, Karen**, *Assistant Professor, Center for Research* B.A., Valparaiso University. 1965; M.A., University of Maryland. 1970; Ph.D.
- Sphritz, Deborah R.**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S.N., University of Maryland. M.S., 1982; (RN)
- Spivack, Barbara J.**, *Director of Student Services* A.B., Michigan State University. 1965; M.A., 1969
- Stilwell, Edna**, *Assistant Professor of Gerontological Nursing* (Graduate Program) B.S.N., University of Maryland. 1962; M.S., 1972; Ph.D., University of Maryland. 1981; (RN)
- Strasser, Judith**, *Instructor of Community Health Nursing* (Graduate Program) B.S., Villanova University. 1970; M.S., University of Maryland. 1975; (RN)
- Strickland, Ora**, *Associate Professor Nursing* (Graduate Program) B.S., North Carolina Agricultural and Technical State University. 1970; M.S., Boston University. 1972; Ph.D., University of North Carolina at Greensboro. 1977; (RN)
- Thomas, Sue**, *Assistant Professor of Medical and Surgical Nursing* (Graduate Program) B.S., University of Maryland. 1969; M.S., 1972; Ph.D., 1979; (RN)
- Ulione, Margaret S.**, *Instructor of Nursing* (Family Health Nursing) B.S.N., Columbia University. 1975; M.S.N., University of Akron. 1981; (RN)
- Uphold, Constance R.**, *Instructor of Nursing* (Family Health Nursing) B.S.N., Penn State University. 1973; M.S., 1979; (RN)
- Urbaitis, Barbara**, *Assistant Professor of Physiology* B.A., Hunter College. 1960; M.A., 1965; Ph.D., Cornell University. 1968
- Venn, Mary R.**, *Assistant Professor of Nursing* (Medical and Surgical Nursing) B.S., University of Virginia. 1964; M.N., Emory University. 1968; (RN)
- Vore, Anne L.**, *Instructor of Nursing* (Pediatric Nursing) B.S., Medical College of Virginia. 1967; M.S., Ohio State University. 1973; (RN)
- Walker, Marcus L.**, *Associate Professor of Medical and Surgical Nursing* (Graduate Program) B.S., Teachers College, Columbia University. 1957; M.S., 1959; M.P.H., Johns Hopkins University. 1972; Sc.D., 1976; (RN)
- Walleck, Constance**, *Instructor of Medical-Surgical Nursing* (Graduate Program) B.S., University of Maryland. 1980; M.S., 1982; (RN)
- Waltz, Carolyn F.**, *Coordinator for Evaluation and Professor of Nursing* (Graduate Program) B.S., University of Maryland. 1963; M.S., 1968; Ph.D., University of Delaware. 1975; (RN)
- Ward, Catherine E.**, *Assistant Professor of Psychiatric Nursing* (Graduate Program) B.S., Johns Hopkins University. 1954; M.S., Boston University. 1962; (RN)
- Wilson, Carol E.**, *Instructor of Primary Care Nursing*, (Graduate Program) B.S.N., University of Maryland. 1972; M.N., University of Florida. 1974; (RN)
- Wilson, Leslie S.**, *Instructor of Nursing* (Medical-Surgical Nursing) B.S.N., Humboldt State College. 1973; M.S., University of Massachusetts. 1977; (RN)
- Wimbush, Frances**, *Instructor of Nursing* (Medical and Surgical Nursing) B.S.N., University of Maryland. 1976; M.S., 1979; (RN)
- Winkelstein, Marilyn**, *Instructor of Nursing* (Maternal and Child Nursing) B.S., University of Maryland. 1972; M.S., 1979; (RN)
- Winyall, Bette R.**, *Assistant Professor of Nursing* (Maternity Nursing) B.S., Johns Hopkins University. 1952; M.S., University of Maryland. 1976; (RN)
- Wolfe, Mary L.**, *Assistant Professor, Center for Research* A.B., Western Reserve University. 1949; M.A., Bryn Mawr College. 1967; Ph.D., University of Delaware. 1974

*Part-time appointment

**Joint appointment with another department

University of Maryland School of Nursing

1982-1983 Academic Calendar

Fall Semester 1982

August 26-27	Thursday-Friday	Registration
August 30	Monday	Orientation (Graduate)
August 31	Tuesday	Arena Registration (Graduate)
September 1	Wednesday	Orientation (Undergraduate)
September 1	Wednesday	Instruction Begins
September 6	Monday	HOLIDAY—Labor Day
September 17	Friday	Last Day, Jan. 1983 Diplomas
November 5	Friday	Program Forms for Jan. Graduates (Graduate)
November 1-12	Monday-Friday	Preregistration for Winter and Spring
November 25-26	Thursday-Friday	HOLIDAY—Thanksgiving
November 24	Wednesday	Last Day Certification—Thesis (Graduate)
December 3	Friday	Last Day Thesis Defense—Certification Non-Thesis (Graduate)
December 22	Wednesday	Grades Due (Graduate and Undergraduate)
December 23	Thursday	Semester Ends

Winter Session 1983

January 3	Monday	Drop-Add Period for Winter (Undergraduate)
January 3	Monday	Arena Registration (Graduate)
January 3	Monday	Instruction Begins
January 14	Friday	HOLIDAY—King's Birthday
January 21	Friday	Winter Session Ends
January 24	Monday	Grades Due (Graduate and Undergraduate)

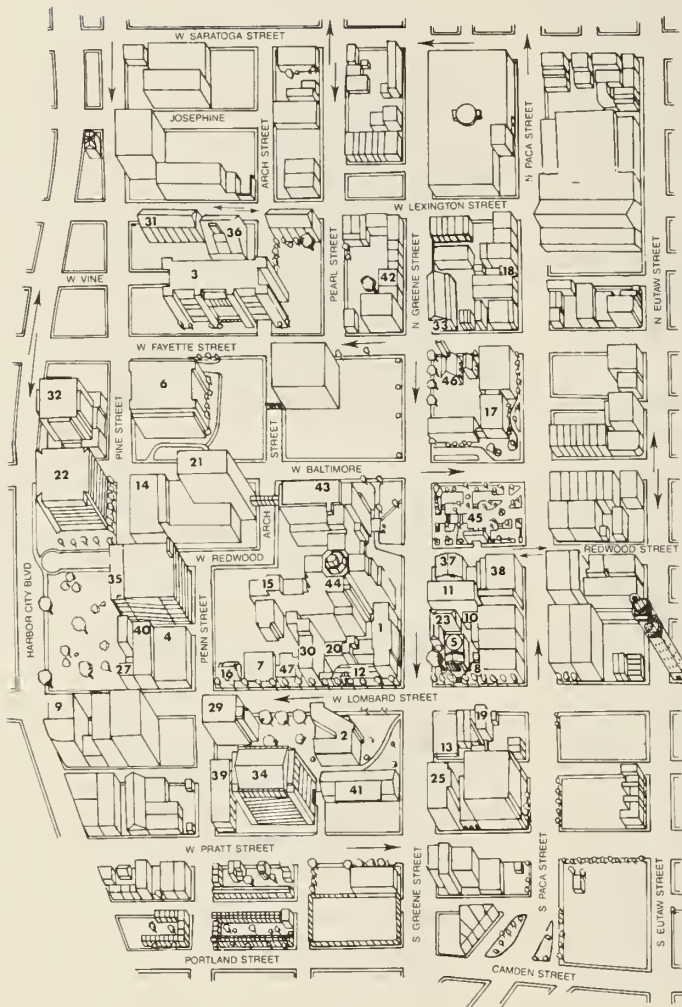
Spring Semester 1983

January 20	Thursday	Orientation (Graduate)
January 21	Friday	Drop-Add Period for Spring (Undergraduate)
January 21	Friday	Arena Registration (Graduate)
January 24	Monday	Instruction Begins (Graduate and Undergrad)
February 11	Friday	Last Day, May 1983 Diplomas
March 18	Friday	Program Forms for May Graduation (Graduates)
March 14-20	Monday-Friday	Spring Break (For Students Only)
April 22	Friday	Last Day Certification—Thesis (Graduate)
April 4-15	Monday-Friday	Preregistration, Fall 1983
May 2	Monday	Last Day Thesis Defense—Certification Non-Thesis (Graduate)
May 6	Friday	Senior Grades Due (Graduate and Undergrad)
May 20	Friday	Semester Ends
May 19	Thursday	Convocation—9:00 A.M.
May 20	Friday	Commencement—3:00 P.M.
May 20	Friday	Grades Due (Undergraduate and Graduate)
May 30	Monday	HOLIDAY—Memorial Day

Summer Session 1983

June 6 (Exact date unknown)	Monday	Registration (Summer Session)
June 27	Monday	Last Day, August 1983 Diplomas
July 15	Friday	Program Forms for Aug. Graduation (Grad)
July 29 (Exact date unknown)	Friday	Classes End—8 week Summer Session
August 5	Friday	Last Day, Certification—Thesis (Graduate)
August 12	Friday	Last Day, Thesis Defense, Certification (Non-Thesis)

CAMPUS MAP



UNIVERSITY & CAMPUS RELATED BUILDINGS

1. Allied Health Professions Building, 32 S. Greene St.
2. Baltimore Union, 621 W Lombard St.
3. (Walter P.) Carter Center, 630 W. Fayette St.
4. Community Pediatric Center, 700 W. Lombard St.
5. Davidge Hall, 522 W. Lombard St.
6. Dental School, Hayden Harris Hall, 666 W. Baltimore St.
7. Dunning Hall, 636 W. Lombard St.
8. East Hall, 520 W. Lombard St.
9. Fremont Building, 737 W. Lombard St.
10. Gray Laboratory, 520 W. Lombard St. (rear)
11. Greene Street Building, 29 S. Greene St.

12. Health Sciences Computer Center, 610 W. Lombard St.
13. Health Sciences Library, 111 S. Greene St.
14. Howard Hall, 660 W. Redwood St.
15. Institute of Psychiatry and Human Behavior, 645 W. Redwood St.
16. Kelly Memorial Building, 650 W. Lombard St.
17. Law School, Lane Hall, 500 W. Baltimore St.
18. Legal Services Clinic, 116 N. Paca St.
19. Lombard Building, 511 W. Lombard St.
20. Maryland Institute for Emergency Medical Services Systems, 22 S. Greene St.
21. Medical School, Frank C. Bressler Research Building, 655 W. Baltimore St.
22. Medical School Teaching Facility, 10 S. Pine St.
23. Medical Technology, 31 S. Greene St.
24. Mencken House, 1524 Hollins St., (off campus)
25. Methadone Program, 121 S. Greene St., (off campus)
26. National Pituitary Agency, 210 W. Fayette St., (off campus)
27. Newman Center, 712 W. Lombard St.
28. Nilsson House, 826 N. Eutaw St., (off campus)
29. Nursing School, 655 W. Lombard St.
30. Parsons Hall, 622 W. Lombard St.
31. Pascual Row, 651-655 W. Lexington St.
32. Pharmacy School, 10 N. Pine St.
33. Poe School, 520 W. Fayette St.
34. Pratt Street Garage and Athletic Facility, 646 W. Pratt St.
35. Redwood Hall, 721 W. Redwood St.
36. Ronald McDonald House, 635 W. Lexington St.
37. Social Work and Administration Building, 525 W. Redwood St.
38. Social Work and Community Planning, 525 W. Redwood St.
39. State Medical Examiner's Building, 111 Penn St.
40. Storage Building, 710 W. Lombard St.
41. Temporary Academic Building (Tempo South), 601 W. Lombard St.
42. Tuerk House, 106 N. Greene St.
43. University Blood Donor Center, 22 S. Greene St., 2nd flr. North Hospital
44. University of Maryland Hospital, 22 S. Greene St.
45. University Plaza and Garage, Redwood and Greene Sts.
46. Westminster Church, 515 W. Fayette St.
47. Whitehurst Hall, 624 W. Lombard St.

For Additional Information

University of Maryland School of Nursing

<i>Program Information</i>	Office of Dean School of Nursing, University of Maryland 655 W. Lombard Street, Baltimore, Md. 21201
<i>Undergraduate</i>	528-7503
<i>Graduate</i>	528-6711 or 12
<i>Admissions or registration</i>	Office of Admissions and Registrations University of Maryland at Baltimore Howard Hall, Room 132 660 W. Redwood Street, Baltimore, Md. 21201

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the institution's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interests of the university community, that person may be required to withdraw from the university.



School of Nursing

LOUISA PARSONS LEAGUE



Named in honor of the inspiring student of Florence Nightingale who served as the first director of the School of Nursing, the Louisa Parsons League was established in 1981 to recognize those alumni and friends whose generous gifts reflect a substantial commitment to the continued development of the school and the tradition of excellence in education and service set by our foundress for the people of the state of Maryland.

Because of Miss Parsons's success, Miss Nightingale honored the program's graduates with the use of a cap of point d'esprit of her design. Members of the Louisa Parsons League become an integral part of the School of Nursing and are involved in opportunities of mutual benefit. In addition, they may elect to enjoy simultaneous membership and recognition from the Presidents Club of the University of Maryland.

Virginia Lee Franklin
Sonya Gershowitz
Grace Elgin Hartley

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The School

The University of Maryland School of Nursing prepares highly qualified professional nurses to meet the public's health care needs as clinicians, researchers, educators and administrators. The university awards approximately 350 baccalaureate degrees in nursing and 125 master's degrees in nursing annually, making its programs the largest in the nation. The first Ph.D. in nursing was awarded in 1984.

Within the last decade, both the undergraduate and graduate curricula have been revised to ensure that they remain responsive to the changing health care needs of society. In addition to learning the fundamentals of nursing, baccalaureate students have increased opportunities for clinical practice, selecting from among more than 100 clinical sites in Maryland, the District of Columbia and northern Virginia. At the nearby University of Maryland Medical System, students see first-hand the latest advances in such areas as neonatal care, coronary care, cancer treatment and trauma care.

The School of Nursing has been a leader in the education of nurse practitioners and was among the first to develop a master's program in primary care. The graduate program now offers opportunities for specialization in new areas such as health policy and trauma/critical care.

One of the most important contributions the school makes to the community and the profession is through the expertise of its faculty. School of Nursing faculty members hold leadership positions in national professional organizations, including the American Nurses Association and the National League for Nursing, and serve as consultants to health care agencies, institutions of higher education and government.

Educational Philosophy

The School of Nursing, an autonomous educational unit within the University of Maryland, derives the broad outlines of its purpose and functions from the philosophy and policies of the university. As an integral part of a university academic health center, the School of Nursing combines the missions of the university and the goals of a professional discipline. The mission of the school is to provide leadership in nursing through scholarship, research and evaluation. Identification and development of areas of practice and nursing care delivery systems which anticipate and are responsive to societal needs through the development of research and teaching programs are the primary focus.

The faculty of the School of Nursing is accountable for implementing the triad of university functions: teaching, research and service, and recognizes the interrelationships among teaching, research and practice in nursing. Through participation in research and utilization of valid research findings, teachers and students contribute to effective nursing practice. These functions and activities are attuned to the ever-changing needs of society in the global community.

Inherent in the practice of nursing is the shared belief that man is an integration of components and processes that cannot exist independently of each other. Internal and external environmental influences alter man's state of health along the continuum of time. When manipulation of these forces is required to enhance man's potential for health, nursing can function to bridge the gap between potential and actual health states.

The goal of professional nursing is to assist the individual, the family and the community in the development of their potential by helping each to gain, maintain or increase an optimal level of health. The nurse becomes an integral part of the environment of the client, acting with awareness of selected factors and interacting in a dynamic way within that environment. Through a mutual relationship based on trust, the nurse demonstrates respect for the client's autonomy, integrity, dignity and feelings, and recognizes rights and responsibilities. This kind of nursing is best fostered in a delivery system which is responsive to the range of internal and external forces affecting health care, strengthening the forces which contribute to higher states of health and diminishing those which lead to reduced levels of health. The goal of nursing is achieved through recognition of specific needs of consumers and the mobilization and distribution of resources to meet those needs. The effective operation of the health care system requires essential input from both consumers and professional nurses to achieve desired goals.

Education is an ongoing process which involves the teacher and the learner in pursuing and sharing knowledge in an organized setting with planned experiences resulting in desired behavioral change. Believing in democratic principles, the faculty emphasizes its faith in the individual as a being of inherent worth and dignity and as having the right and responsibility to participate in the educative process to the extent of one's capabilities. Learning is enhanced in a setting which encourages analytical evaluations of existing health practices and open communication among members of the various health services. Under the guidance of the faculty, purposeful behavior is developed and encouraged in students through the incorporation of knowledge from the humanities and the behavioral, biological and physical sciences as well as from current theory and practice in professional nursing.

The three education programs within the School of Nursing, undergraduate, graduate and continuing education, have evolved from and are in agreement with this philosophy. Elaboration of this basic philosophy will be found in sections of this bulletin dealing with the undergraduate program, the graduate program and the continuing education program.

History

The School of Nursing, one of the six professional schools on the University of Maryland's Baltimore campus, was established on December 15, 1889, by Louisa Parsons, a student of Florence Nightingale and a graduate of St. Thomas's Hospital School of London, England. Because of her keen interest in Miss Parsons's new American school, Miss Nightingale designed the cap which is still worn by graduates of the program and is known as the Nightingale cap.

The original curriculum of the University of Maryland Training School required two years for completion; it was extended to three years in 1902. In 1920 the School of Nursing became a separate unit of the University Hospital. An optional five-year curriculum was instituted in 1926, combining two years of arts and sciences on the College Park campus and three years at the School of Nursing in Baltimore. Both a Bachelor of Science degree and a Diploma in Nursing were awarded upon completion of the five-year program. This sequence, as well as the three-year hospital school, were phased out in 1952 when Dr. Florence M. Gipe became dean of the new four-year program leading to the Bachelor of Science degree in nursing.

In 1954 the School of Nursing began to offer a Master of Science program through the Graduate School of the University of Maryland. The University of Maryland School of Nursing was designated by the Southern Regional Board as one of six institutions to offer graduate programs in nursing.

In 1964 the Walter Reed Army Institute of Nursing was created through a contractual arrangement between the Department of the Army and the University of Maryland, thus extending the teaching facilities of the School of Nursing to include Walter Reed Army Medical Center. This and other military and civilian clinical centers offered the faculty of the School of Nursing the opportunity to provide learning experiences for students subsidized by the United States Army who, following graduation from the University of Maryland, served three years in the Army Nurses Corps.

In the late 1960s the school's continuing education program expanded to provide increased resources for nurses in Maryland. In 1971 the school initiated a research development project through funding from the Division of Nursing, National Institutes of Health. The project was designed to improve patient care through providing means whereby key School of Nursing faculty held joint appointments in the Department of Nursing in the University of Maryland Hospital. The project augmented the school's resources for increasing faculty and student research.

A research development grant from the Division of Nursing, Department of Health, Education and Welfare awarded to the School of Nursing from 1970 to 1975 increased faculty involvement in research and led to the creation of a Center for Research.

An outreach program for community-bound nurses in Western Maryland and the Eastern Shore was initiated in 1975 in order



to enlarge the pool of baccalaureate-prepared nurses in the state of Maryland. The first outreach baccalaureate nurse graduated in June, 1978, and in the fall of 1980, the master's degree program began classes in these areas of Maryland.

The graduate school approved a new master's curriculum in 1976. The revision allowed the creation of a new Department of Primary Health Care. In 1978, the specialization of gerontological nursing was added to the master's curriculum, and in 1979, a concentration in nursing health policy was developed.

A separate baccalaureate curriculum of the School of Nursing is open to registered nurses who wish to pursue further study. In recent years increased effort has been directed toward elimination of duplication and extension of opportunity for credit by examination for this important group of nurses. In the fall of 1983 the RN to BSN program relocated to the University of Maryland Baltimore County campus as part of the School of Nursing expansion program.

During the administration of the second dean of nursing, Dr. Marion I. Murphy, a proposal for a doctoral program in nursing was approved. In the fall of 1979 the program began and in May, 1984, the first Doctor of Philosophy in Nursing degree was awarded.

Nurses Alumni Association

Organized in 1895, the Nurses Alumni Association provided early leadership in the organization of the Maryland Nurses Association and in passage of the Nurses Licensing Act of 1903. Over the years alumni have demonstrated not only their strong support of the school but also awareness of changes taking place in nursing.

The historic pin, designed by Tiffanys for the class of 1894, bore the inscription Nurses Alumni Association until 1970 when, by action of the association, the lettering for future graduates was changed to School of Nursing, University of Maryland. The Nightingale cap, bestowed by the school's founder, Louisa Parsons, remains the property of the Nurses Alumni Association. Since 1968, all baccalaureate graduates of the School of Nursing are eligible to purchase the cap.

Accreditation and Membership

The University of Maryland is a member of the Association of American Colleges and is accredited by the Middle States Association of Colleges and Secondary Schools. The undergraduate and graduate programs of the School of Nursing are accredited by the National League for Nursing; the school also

maintains membership in the Council of Member Agencies of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing. The baccalaureate program is approved by the Maryland State Board of Examiners of Nurses. The school is represented in the Council on Collegiate Education for Nursing of the Southern Regional Education Board by the dean, associate deans for undergraduate and graduate studies and the assistant dean for continuing education. The school also is a member of the American Association of Colleges of Nursing.

Center for Research

As nursing moves forward in the establishment of its own theoretical base and explores its relationship to other human services, research has assumed new dimensions. The School of Nursing provides introductory courses in research methods for undergraduate students and more advanced offerings for master's and doctoral students. The faculty of the Center for Research, in addition to teaching, are available to assist faculty and graduate students with research design, sampling procedures, techniques of measurement, data collection and analysis, preparation of proposals and reports and grantsmanship. The center has a research reading room with a collection of 200 books primarily devoted to aspects of research methods, selected journals, an extensive file of 600 measurement instruments relevant to nursing research and a data analysis laboratory that houses a variety of mini-calculators and mini-computers for

faculty and student use. Instruction in utilization of hardware in the laboratory is available. Computer service facilities on both the Baltimore and College Park campuses also are utilized extensively.

School of Nursing faculty and students participate in national as well as local research consortiums. Research of a multidisciplinary nature is increasingly possible as nursing and other health disciplines have identified common problems. The center provides research consultation to clinical agencies, conducts research days, provides regularly scheduled seminars and hosts regional research conferences as part of its faculty development and community service program. A newsletter, *RSVP*, is distributed biannually to 800 schools of nursing and hospitals throughout the country.

Nursing Media Center

The School of Nursing offers opportunities for both individual and group learning activities in the Nursing Media Center.

Self-Instruction: The rationale for this approach is that the knowledge and skills needed by individual nursing students vary at any given time. Availability of appropriate materials in self-instructional format provides for this diversity of needs. As the result of a special project, a group of faculty and technicians developed and produced a large number of multimedia self-instructional study units. In addition, commercially prepared materials have been purchased as appropriate to meet students' needs. The environment for self-study is an Instructional Media Laboratory with 68 carrels containing a variety of equipment. Undergraduate students may be required to study specific units as course requirements and may pursue other self-instructional materials relevant to their individual learning needs. Graduate students utilize the laboratory on a selective basis.

Skills Practice: Undergraduate students who wish to practice certain nursing skills and procedures may do so in Skills Laboratories adjoining the Nursing Media Center. The laboratories contain typical clinical equipment which enables students to simulate direct care situations. In addition to faculty guidance, a skills nurse is available to assist students. Both the Instructional Media Laboratory and Skills Laboratories are open during the early morning and some evenings.

Group Instruction: Classroom instruction at the School of Nursing is supported through a variety of media services. Sixteen millimeter projectors, overhead projectors, audio tape recorders, videotape recorders and other equipment are available for use in classes or seminars.

A library of film and other media catalogs is maintained to help faculty locate desired films, tapes and other resources. Materials for and assistance in the production of slides and overhead projector transparencies are available to faculty members who wish to make use of those techniques as well as to students on a cost recovery basis. The school also has a closed circuit television studio where live or taped programs can be produced and transmitted. A portable videotape system and production assistance are available for faculty and students who wish to videotape projects on their own. The University of Maryland Medical System Media Center

on the eleventh floor, as well as other campus media centers, are also open to students.

Consultation: Consultation on the use and production of audiovisual materials is provided by Nursing Media Center faculty and staff. This consultation not only entails classroom applications of media, but grant proposal, research, outside presentations and all other applications as well.

The University of Maryland at Baltimore

The School of Nursing is part of one of the country's first centers for professional education. Located on 36 acres in downtown Baltimore, the university's professional schools campus began in 1807 with the founding of the School of Medicine. The School of Nursing now shares the campus with the Schools of Medicine, Dentistry, Pharmacy, Law, Social Work and Community Planning, the Graduate School and the University of Maryland Medical System. The medical system complex, which includes a 785-bed hospital, cancer center and shock trauma center, is a primary training site for many students in the professional schools as well as a comprehensive health care facility for the community and the state.

Opportunities abound for faculty and students to join with other human service professionals in interdisciplinary study, informal exchange of ideas and interprofessional clinical practice and research. The Baltimore campus is located in the midst of one of the greatest concentrations of health care institutions, research facilities, government agencies and professional associations in the nation—offering students a wide selection of clinical field experiences.

The Health Sciences Library

The Health Sciences Library of the University of Maryland at Baltimore serves the Dental School, the Schools of Medicine, Nursing, Pharmacy, Social Work and Community Planning, the University of Maryland Medical System, the Graduate School and other affiliated institutions. Currently the library has over 240,000 volumes and over 3,100 periodical subscriptions. The collection size ranks the library among the 15 largest health sciences libraries in the United States.

To enhance services the library has computerized many of its operations, including circulation and cataloging. The online catalog, which offers more searching options than the card catalog, can be accessed via library terminals, on-campus terminals linked to the computer center and home or office terminals with dial-up capabilities. The Health Sciences Library also provides Computerized Reference and Bibliographic Services (CRABS), an automated literature retrieval system for journal articles which includes MEDLINE, PSYCHINFO, ERIC and TOXLINE as well as 30 other information data bases.

The library is open 8 a.m. to 10 p.m. (Monday-Friday), 9 a.m. to 5 p.m. (Saturday), and 12 noon to 8 p.m. (Sunday). Special holiday and summer hours are posted. Borrowers must show a UMAB ID badge validated for the current year.

Computer Center

Computers located on both the UMAB and College Park campuses are available to enrolled students on the UMAB campus through the facilities of the Instructional and Research Computing Unit. The system has capabilities to use Basic, Fortran, Pascal and PL-1 languages; and to program statistical analysis packages SPSS, SAS and BMDP. To gain access to this unit, a student must open an account with the computer center. Credit and non-credit courses on programming and computer applications are offered to help students use the center to full advantage.

The City

Baltimore is the largest city in Maryland, the ninth most populous in the nation and the site of the country's fourth largest foreign-commerce seaport. The Baltimore region has much to offer, from the sophistication and culture of a large, metropolitan city to the beauty and leisure of the waterfront and rural areas that surround it. Less than an hour's drive away is Washington, D.C., with its many attractions.

Having been an important city in our nation's history, Baltimore maintains a strong feeling for the past, typified by the many charming neighborhoods of restored houses and an abundance of historic buildings. In the last decade the downtown area has undergone a dramatic revitalization. Several blocks from campus is the nationally acclaimed Inner Harbor area, where Harborplace, a complex of businesses, shops and restaurants, shares the harbor with sloops, renovated federal-style townhouses and the architecturally striking National Aquarium. The new Baltimore Metro, the first leg of an anticipated city-wide subway system, connects the downtown area to the outskirts of the city.



Baltimore's cultural offerings will please the most discriminating tastes. An excellent symphony orchestra performs in a spectacular new symphony hall, opened in 1982 as the centerpiece of the Arts District. The district also features a renovated Lyric Opera House and the Maryland Institute College of Art. The city boasts many fine museums, libraries and professional theater groups.

For the sports fan, Baltimore has the Orioles as well as excellent lacrosse, indoor soccer, ice hockey and horse racing. Nearby the Chesapeake Bay awaits, offering unparalleled water sports and the seafood for which the region is famous.



Registration

Registration is conducted by the UMAB Division of Admissions and Registrations. Students receive instructions concerning dates and registration procedures. The initial registration at the School of Nursing must be done in person. Returning students may preregister for subsequent semesters through the School of Nursing's Office of Admissions and Academic Progressions and pay their bill by mail. After classes begin, students who wish to terminate their registration must follow withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Students who fail to register during official registration periods must utilize late registration dates published by the Division of Admissions and Registrations and pay a late fee of \$25 together with a \$10 fee for each program change. Students must obtain appropriate approvals to late register. Registration is completed with the payment of the required fees. Privileges of the university are available only after registration has been completed.

All students must receive health clearance from Campus Health Services in order to begin their respective programs and remain in clinical courses. This includes passing the physical examination at a satisfactory level. At any time during the program students may be required to return to Campus Health for further physical or psychological evaluation. Failure to comply with this policy may result in dismissal from the school.

The Office of Admissions and Academic Progressions determines the plan of study for undergraduate students. Faculty academic advisors guide graduate students in their plans of study.

Each matriculated graduate student in the School of Nursing must obtain official approval from an advisor for all courses in which enrollment is sought outside the School of Nursing. Credit is granted only if such courses have had prior approval and are successfully completed. Students must file a list of these courses with the registrar on a

registration card signed by the advisor. Registration at one University of Maryland campus permits a student to register for courses (space available) offered by another campus within the University of Maryland system. Graduate students are not permitted to enroll for courses on a pass/fail basis.

Students admitted to the Graduate School pay tuition and fees whether or not the credit will be used to satisfy program requirements. Graduate credit will not be given unless the student has been admitted to the Graduate School. The admission of a new student is validated when the student registers for and completes at least one course during the semester for which entrance was authorized.

Graduate students are expected to participate in a program of graduate study every semester after entry into an M.S. or Ph.D. program. To maintain full-time status graduate students must register for 48 units each semester (full-time graduate assistants, 24 units). To maintain part-time status graduate students must register for at least one credit each semester. Any graduate student making any demand upon the academic or support services of the university—whether taking regular lecture, seminar or independent study courses, using university libraries, laboratories, computer facilities, office space, consulting with faculty advisors or taking comprehensive or final oral examinations—must register for the number of graduate credits which, in the judgment of the faculty and advisor, accurately reflect the student's involvement in graduate study and use of university resources.

Exceptions to this policy may be granted by the dean of the Graduate School upon written request of the program director. Failure to register for one credit will result in students being dropped from the rolls of the Graduate School.

Graduate Unit System

In order to accurately reflect the involvement of graduate students in their programs of study and research, and the use of university resources in those programs, the graduate councils use the graduate unit system in making calculations to determine full- or part-time graduate student status, in the administration of minimum registration requirements described below, and in responding to student requests for certification of full-time status. The number of graduate units per semester credit hour is calculated in the following manner:

Courses in the 001-399 series carry 2 units/credit hour.

Courses in the 400-499 series carry 4 units/credit hour.

Courses in the 500-599 series carry 5 units/credit hour.

Courses in the 600-798 and 800-898 series carry 6 units/credit hour.

Master's thesis research (799) carries 12 units/credit hour.

Doctoral dissertation research (899) carries 18 units/credit hour.

To be certified a full-time student, a graduate student must be officially registered for a combination of courses equivalent to 48 units per semester. A graduate assistant holding a regular appointment is a full-time student if registered for 24 units in addition to the service appointment.

Determination of In-State Status

An initial determination of in-state status for admission, tuition and charge-differential purposes will be made by the university at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail in each semester until the determination is successfully challenged.

Students classified as in-state for admission, tuition and charge-differential purposes are responsible for notifying the Division of Admissions and Registrations, in writing, within 15 days of any change in their circumstances which might in any way affect their classification at UMAB.

The determination of in-state status for admission, tuition and charge-differential purposes is the responsibility of the Division of Admissions and Registrations. Copies of the university's policy are available in the admissions office and in the dean's office.

Records

Disclosure of Student Information

In accordance with "The Family Education Rights and Privacy Act of 1974" (PL93-380), popularly referred to as the "Buckley Amendment," privacy of student records is assured. Specifically, the act provides for the student's access to educational records maintained by the school, challenge to content of the records and control of disclosure of the records. A full policy statement may be found in the current UMAB Student Handbook.

Transcripts

All financial obligations to the university must be satisfied before a transcript of a student's record will be furnished any student or alumnus. There is a charge of \$2.00 for each transcript. Checks should be made payable to the University of Maryland. Transcripts may be obtained by writing:

Division of Admissions and Registrations
University of Maryland
621 West Lombard Street
Baltimore, Maryland 21201

Review of Records

All records, including academic records from other institutions, become part of the official file and can neither be returned nor duplicated. Provisions are made for students to review their records if they desire. A request to review one's record should be made a week in advance through the Office of Admissions and Progressions.

Undergraduate Academic Regulations

Degree Requirements for the Baccalaureate Program

It is the responsibility of faculty of the school to establish and publish degree requirements. Responsibility for knowing and successfully meeting these requirements rests with the student. Requirements are set forth in this catalogue and updated annually in the Academic Handbook given to enrolled students at the beginning of each academic year. Current requirements are as follows:

1. Certain lower division coursework is required for admission to the junior year of the undergraduate program in nursing. Official transcripts of this coursework must be submitted to the Director of Admissions and Registrations by the published deadline date.
2. A minimum of 120 credits (122 for generic students and 121 for R.N. students) in certain coursework is required. The lower division courses required for admission to the junior year and the required courses of the upper division major in nursing completed at the University of Maryland comprise the required credits. At least the senior year must be completed at the University of Maryland. This does not negate outreach students from completing their courses at outreach sites.
3. Upper division major in nursing; required courses appear elsewhere in the catalogue.
4. A minimum grade point average of 2.0 is expected each semester of the junior and senior years, as well as a cumulative grade point average of 2.0 for graduation.
5. A grade of C or better is required in both the didactic and clinical portions of Nursing Concepts courses, NURS 314, 315, 324, 325, 326, 334 and 335. Also a C or better is required in NURS 311, 312, 313 and 333, and failure to obtain this grade prohibits students from moving to the next level concepts course. In sequential courses

such as NURS 311, 312, 314, 315, 324, 325, 334 and 335 a C must be earned in the initial course before registering for the next one. If a D or F is received in these courses, the course must be repeated, with permission of the Director of Admissions and Academic Progressions, and a C grade or higher earned the next time it is offered.

6. A diploma application must be filed with the Director of Admissions and Registrations, University of Maryland at Baltimore, before the stated deadline in order to receive the degree.

Grading System

The following grades are used to report the quality of upper division coursework on grade reports and transcripts:

GRADE	QUALITY	GRADE POINTS
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimal passing	1
		<i>(but not acceptable in certain courses)</i>
F	Failure	—
I	Incomplete	—
P	Passing at C level or above	—
WD	Withdrew from all courses and the university	—
AU	Audit	—
NM	No grade submitted by faculty	—

NOTE: Only grades of A, B, C, D and F are computed in the grade point average on the

grade reports published and maintained by the Division of Admissions and Registrations.

A grade of P is given only for specified courses that are graded Pass/Fail when performance is at a C level or above.

A grade of D or F is unsatisfactory for Nursing Concepts courses and the courses titled Pathophysiological Concepts and Clinical Implications, Pharmacologic Agents and Clinical Applications, Introduction to Nursing Process and Client Assessment. These courses require a C grade or higher for the fulfillment of degree requirements. A grade of I is given at the discretion of the instructor only when extenuating circumstances beyond the student's control prevent the completion of a minor portion of work in a course. Students receiving a grade of I are responsible for arranging with the instructor the exact work required to remove the incomplete. If an I grade is not removed by the end of the following semester, the grade automatically converts to F except with Nursing Concepts courses, for which the time of completion is determined by the instructor. Any I grade may preclude normal progression in the program as determined by Undergraduate Program Committee policies.

Computation of Grade Point Average for a Semester: Grade points are given for the courses attempted in a given semester in the upper division major and multiplied by the number of credits attempted. The sum of the grade points, divided by the total credits for the courses, equals the grade point average.

Computation of the Cumulative Grade Point Average: The total grade points for all courses (including upper division coursework, challenge examination grades for the R.N. and courses accepted for admission) are added and calculated as above. Only the most recent attempt of a repeated course will be calculated into the grade point average.

Withdrawal Policy

A student may withdraw from the School of Nursing at any time. A "WD" will be recorded on the transcript. If the student withdraws after the beginning of the eighth week, a

summary statement is placed in the student's record with a form noting whether the student was passing or failing. Students who withdraw from the school after the twelfth week of the semester who are failing will receive the grade they have earned on their transcript, not a "WD."

Dropping a Course

Students are not permitted to drop courses. Exceptions to this rule may be made by the Director of Admissions and Academic Progressions when extenuating circumstances warrant it. Dropped courses are not recorded on the transcript.

Students who fail or drop a Nursing Concepts course and maintain enrollment in nonclinical nursing courses are eligible to retake the concepts course the next time there is space available. The Director of Admissions and Academic Progressions determines which nonclinical courses a student can take while waiting to retake concepts courses.

Students repeating a concepts course as a result of a failure or drop may not take additional nonclinical courses at the time of the repeat without permission of the Director of Admissions and Academic Progressions.

Progression and Reinstatement

It is the student's responsibility to monitor his or her academic progression toward the completion of degree requirements, as well as to maintain good academic standing. Students receive from faculty a mid-semester warning if in jeopardy of failing a course. At the end of each semester, students receive from the Director of Admissions and Registrations grade reports on coursework completed. These reports of official grades (and their entry on the official transcript) and the grades for courses accepted for admission are used by faculty to certify academic standing

and to determine honors, academic warning and dismissal and the completion of degree requirements.

The Undergraduate Program Committee meets regularly to establish and implement policies on progression and, through the Office of the Director of Admissions and Academic Progressions, formally notifies students in poor academic standing who are placed on academic warning or are academically dismissed. Students are notified in writing when they are removed from academic warning.

Academic Standing and Reinstatement

Good Academic Standing is defined as satisfactory academic progress of a registered degree candidate in coursework and toward degree requirements.

Poor Academic Standing is defined as academic performance that is temporarily below the expected level of achievement in a professional nursing course(s). However, such students are making progress toward the degree. Such students are normally placed on academic warning and may be subject to academic dismissal.

Academic Warning is written notice to a student in poor academic standing from the Undergraduate Program Committee, the Director of Admissions and Academic Progressions or the Associate Dean for the Undergraduate Program. In the written notification of academic warning and unsatisfactory academic achievement, the student will be informed of the length of the warning and any specific conditions that must be satisfied to be removed from warning. Specific conditions warranting academic warning include:

1. A D or F in a nursing course
2. A cumulative grade point average of 1.960 to 1.999
3. A grade point average of less than 2.0 for any given semester
4. Academic dishonesty
5. An academic record reflecting other unsatisfactory progress in meeting degree requirements

Academic Dismissal is dismissal from the undergraduate program by the Undergraduate Program Committee, Director of Admissions and Academic Progressions or Associate Dean for the Undergraduate Program for continued evidence of unsatisfactory progress toward meeting course or degree requirements as usually evidenced by repeated courses or academic warnings as specified below:

1. Two D or F grades earned in Nursing Concepts courses
2. A cumulative grade point average of 1.959 or lower
3. Being placed on academic warning more than twice
4. Academic dishonesty
5. An academic record reflecting other unsatisfactory progress in meeting degree requirements
6. Failure to complete the required junior year courses satisfactorily in two academic years of continuous enrollment

Dismissal of Delinquent Students

The school reserves the right to request the withdrawal of students who do not maintain the required standing of scholarship, or whose continuance in the school would be detrimental to their health, or to the health of others, or whose conduct is not satisfactory to the authorities of the school. It is a general expectation that students will abide by rules and regulations established by the university. Violation of university regulations may result in disciplinary measures being imposed.

Withdrawal from the School: A student who withdraws from the school at any time must:

1. Write a brief letter to the Director of Admissions and Academic Progressions explaining the reason for withdrawal;
2. Secure a withdrawal form with appropriate signatures from the Director of Admissions and Academic Progressions;
3. Submit the signed withdrawal form to the Division of Admissions and Registrations

The staff of the Office of Admissions and Academic Progressions will notify the instructors of the withdrawal. The date used in computing refunds is the date the application for withdrawal is filed with the registrar, Division of Admissions and Registrations.

Reinstatement is granted through the Undergraduate Program Committee to students who withdrew in good academic standing, who were academically dismissed, or who withdrew in poor academic standing. Such written requests are made to the Director of Admissions and Academic Progressions. Although such requests are considered individually, these guidelines are followed:

1. General admission policies of the university and the school prevail (e.g., space available, university rules and regulations).
2. Students may be reinstated only once.
3. A current physical examination by the Campus Health Services is required, indicating that the student's health status is acceptable.
4. The student's academic record and academic standing upon dismissal are considered.
5. Academic requirements for reinstatement will be specified and will include, if appropriate, a mastery examination in mathematics.
6. The student's potential for successful completion of the program is evaluated.
7. Appropriate malpractice insurance is required at the time of reinstatement.

Deadlines for requesting reinstatement are: first Monday of November for winter session and spring semester, first Monday of April for summer and fall semesters.

Notification of the decision as to reinstatement may be delayed until information on space constraints is available.

Plagiarism, Cheating and Other Academic Irregularities

In cases involving charges of academic irregularities or dishonesty in an examination, classwork or course requirements by a student, a faculty member or another student shall report to the appropriate chairperson any information received and the facts within his or her knowledge. Examples of academic irregularities or dishonesty include acts such as plagiarism, cheating, misrepresenting someone else's work as one's own work, falsification of credentials, revealing contents of an examination to anyone who has not yet taken the exam, failure to report infractions



and any other academic-related behaviors that are disrespectful of the rights of individuals, the policies of the School of Nursing and the university or the professional standards of conduct.

After having considered evidence submitted by student and faculty, if the chairperson determines that an infraction has occurred, he or she shall determine the appropriate disciplinary action. A student who is dissatisfied with the decision may appeal to the Associate Dean for Undergraduate Studies and, if necessary, to the Dean, School of Nursing.

Possible penalties for violations of this policy include: being placed on academic warning, receiving a failing grade for the course, suspension, expulsion.

Graduate Academic Regulations

Degree Requirements

Requirements for graduation from the master's degree program include: completion of the planned program within a five-year period, achieving a cumulative grade point average of B or 3.0 and completion of a minimum of one year of full-time study or its equivalent. Requirements for graduation from the doctoral program include: completion of the planned program within a nine-year period (a maximum of five years between matriculation and admission to candidacy and a maximum of four years following admission to candidacy); admission to candidacy for the doctoral degree; achieving a cumulative GPA of at least 3.0; successful completion of preliminary, comprehensive and final oral examinations; completion of a satisfactory dissertation; and completion of a minimum of two consecutive semesters of full-time study.

The student must be registered for at least one credit in the semester in which she/he wishes to graduate.

Application for the diploma must be filed with the registrar within the first three weeks of the semester in which the candidate

expects to obtain a degree except during the summer session. During the summer session, the application must be filed in the office of the registrar during the first week of classes.

A student who does not graduate at the end of the semester in which he or she applies for the diploma must reapply for it in the semester in which he or she expects to graduate.

Plan of Study

Upon admission to the graduate program each student is assigned an academic advisor from the area of concentration. The master's students are also assigned an advisor in the second track area. Nondegree students are assigned advisors in their area of interest. The advisor assignments are subject to change as additional interests of the student are determined or upon request of the advisor or advisee. The advisor is available for academic counseling and guides the student in a plan of study, determination of research interests and selection of thesis/dissertation chairman or readers for the seminar papers (for master's students).

All graduate students must complete a Plan of Study form, which outlines the student's expected progression through the degree requirements. One copy of this Plan of Study must be filed with the Graduate School by the beginning of the second semester of study for master's or third semester of study for doctoral students. A second copy of the Plan of Study remains in the student's nursing program file. Any major alteration of the plan necessitates filing an amended plan. It is suggested that students retain a copy of this plan for their own files.

The entire course of study constitutes a unified program approved by the student's major advisor and by the Graduate School. Faculty in each department provide individualized guidance in the selection of courses based upon guidelines and policies approved by the nursing program and the Graduate School. Considerable flexibility is possible within a student's area of interest and specific career goals.

Statute of Limitations

Starting on the first day of matriculation (or with the first transfer course) a maximum five years is allowed for the completion of master's degree requirements. This applies to part-time and full-time students. Doctoral students must be admitted to candidacy for the doctoral degree within five years after admission to the doctoral program and at least one academic year before the date on which the degree is to be conferred. The student must complete all program requirements within four years following admission to candidacy.

Scholastic Requirements

It is the responsibility of each student to remain informed of and adhere to all Graduate School, nursing program and university regulations and requirements. Additional policies and procedures are found in the Graduate School catalogue, the Nursing Program Faculty Advisor/Student Handbook and in Important Dates for Advisors and Students, issued each year by the Graduate School.

The Graduate School requires that all students achieve a B or 3.0 cumulative GPA by the end of the third semester of study. No grade below a C is acceptable toward the graduate degree. The master's degree nursing program requires that a student receive a B or higher in the core and required nursing courses in her/his area of concentration. Any course with a grade below B in the area of concentration must be repeated.

Since graduate students must maintain an overall B average, every credit hour of C in coursework must be balanced by a credit hour of A. A course in which a grade of less

than B is received may be repeated. The grade on the repeated course, whether it is higher or lower than the original grade, replaces the original grade. Courses in the degree program which are completed with a D or F must be repeated. Grades earned for thesis or dissertation research and grades earned from courses which are transferred for degree credit from other schools and/or previous study are also not included in the computation of the GPA.

Transfer Credits

A maximum of six credits of acceptable graduate level coursework may be applied toward the master's degree as transfer credits from another school or from the coursework only status. In the doctoral program, transfer credits are individually assessed to determine relevance to the student's program of study; a variable number of credits is permissible. Permission must be given by the major advisor and the Graduate School before any credits are transferred. In order to be eligible for transfer, the transfer course must have been taken within the statute of limitations for the degree and may not have been used to satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the final grade point average.

Credit by Examination

A graduate student may receive credit by examination only for a course for which she/he is otherwise eligible to receive graduate degree credit. In the master's program a maximum of six (nine in Primary Care) credits is possible through credit by examination. A graduate student seeking to utilize this option must obtain the consent of the advisor and of the instructor currently responsible for the course. The Graduate School maintains a list of courses for which examinations are available or will be prepared. A fee is

paid upon application for the examination and is not refundable regardless of whether or not the student completes the examination. The grade received for a course accepted through credit by examination is computed in the grade point average.

Withdrawal from a Course

A withdrawal is noted on the student's transcript by a WD. In cases of excessive absences from courses, an F is given unless the student officially withdraws from a course. The semester credits for the F grade are computed in the grade point average.

Temporary and Final Grades

Temporary Grade of "Incomplete" may be given, on occasion, to graduate students unable to complete all the requirements of a course in the semester in which it is taken. An "Incomplete" grade must be changed to a final letter grade (A, B, C, D, F) within one full academic year of the time at which the course ended. Failure to report a final letter grade within this one-year time period will automatically result in the student being awarded a grade of F.

In calculating the GPA, I = 0; therefore, a grade of I constitutes a penalty until the I grade is removed. A course with an incomplete grade should not be repeated. Students with provisional admission or on academic probation may not register for additional coursework until the I grade is removed. These policies do not apply to 799 or 899 research grades, which should be removed when the applicable research has been certified by the appropriate oral examination committee.

Temporary Grade of "No Mark" may be given, on occasion, when faculty members are unable to complete the grading process within the semester in which the course is given even though the student has completed all requirements. A grade of NM must be changed to a letter grade (A, B, C, D, F) by the beginning of the next semester after the course was given.

Academic Progress—Unsatisfactory Achievement

At the end of each semester, the record of every student is reviewed by the Master's Degree or Doctoral Program Committee. A student's registration in the graduate program may be discontinued at any time if work or progress is deemed unsatisfactory.

Provisional Admission: Any student admitted provisionally will be granted unconditional status when the provision(s) have been satisfied. The Graduate School will be responsible for notifying the department if a student fails to meet the provisions of admission. The Graduate School will dismiss those provisional students who fail to meet the provisions.

Academic Jeopardy—Unconditional Admission: Unconditionally admitted full-time students who have not maintained a B average during the first semester (9 credits) are to be placed on probation and will be dismissed if B minimum grades in every course (9 credits) are not achieved during the next semester. Unconditionally admitted part-time students who have not maintained a B average for the first 12 credits are to be placed on probation and must achieve B minimum grades in every course during the next 12 credit hours or they too will be dismissed. If the semester's grade point average is below 2.75 the student will be requested to withdraw.

Academic Progress at the End of the Third Semester: A cumulative GPA of 3.0 must be attained by all graduate students (M.S. and Ph.D. students) by the end of the third semester and thereafter. Failure to achieve and maintain the 3.0 average will result in dismissal from the program. In addition, a

satisfactory level of research performance as determined by the research advisor and Research Committee must be maintained or a dismissal from the program could result.

Failure of Comprehensive Examinations in Master's Degree Program: A master's student who fails one or more questions on the comprehensive examination may schedule a retake examination. If a student should have a second failure of an examination question(s), additional coursework will be required as recommended by the student's advisor. Failure on the second retake will result in dismissal of the student.

Additional Doctoral Program Requirements: A student will be asked to withdraw from the doctoral program upon recommendation of the Doctoral Program Committee if any of the following events occur.

- a. Failure to maintain a cumulative GPA of 3.0 (as specified above)
- b. Failure on preliminary examination at second attempt
- c. Failure on comprehensive examination at second attempt
- d. Failure to be admitted to candidacy within five years of admission into the program
- e. Failure to complete degree requirements within four years following admission to candidacy
- f. Failure to demonstrate a satisfactory level of research performance as determined by the research advisor and Dissertation Advisory Committee
- g. Failure to maintain continuous registration

Withdrawal, Suspension, Dismissal

A "Graduate School Program Withdrawal Form" must be completed and submitted when a student officially withdraws from the graduate program. An application for withdrawal bearing the proper signatures must be filed in the office of the registrar. If a student leaves the university prior to the conclusion of a semester or session, the date used in computing a refund is the date the application for withdrawal is filed in the registrar's office. A student who withdraws during a semester and does not file an

application for withdrawal with the registrar will receive marks of failure in all courses and will forfeit the right to any refund.

The faculty advisor and graduate student share the responsibility for the student's progress. Students are expected to comply with rules and procedures of the Graduate School as well as with specific requirements established by individual departments. In fulfilling this responsibility the student should seek the advice of a faculty advisor, department chairperson and/or the administrative officers of the School of Nursing and the staff of the dean for graduate studies.

Procedures are established to protect the institution's integrity and the individual student's interests and welfare. The University of Maryland, through its various faculties and appropriate committees, reserves the discretionary right to suspend any student from the university for failure to maintain a satisfactory academic record, acceptable personal behavior, accepted standards of practice in a clinical agency or satisfactory standard of health.

When the actions of a student are judged by competent authority using established procedure to be detrimental to the interests of the university community, that person may be required to withdraw from the university.

Scholastic Honors for Graduates

Honor Societies

National Honor Society of Nursing: Sigma Theta Tau, founded in 1922, is the national honor society of nursing; Pi chapter was established at the University of Maryland in 1959. The purposes of Sigma Theta Tau are to recognize superior scholarship achievement, encourage and support research activities and strengthen commitment to the ideas and purposes of the nursing profession.

Candidates for membership are selected from the graduating senior students in the generic and registered nurse programs and the graduate programs as well as from the nursing community. Selection is based on scholastic achievement, leadership qualities, creativity, professional standards and commitment.

A scholarship is offered by Pi chapter to a nursing student each year. Eligibility requirements are similar to those established for membership. Applications may be obtained from the counselor of Pi chapter.

Who's Who among Students in American Universities and Colleges: Membership in this organization is open to juniors, seniors and graduate students in the School of Nursing. Both students and faculty participate in the nomination and selection of members on the basis of the following criteria: scholarship ability, participation and leadership in academic and extracurricular activities, citizenship and service to the school and potential for future achievement.

Phi Kappa Phi: Phi Kappa Phi is a national honor society which was established at the University of Maryland in 1920. Its objective is to foster and recognize outstanding scholarship, character and social usefulness in students from all areas of instruction. Candidates for membership are selected from the basic baccalaureate, registered nurse and graduate programs in nursing.

Special Awards for Baccalaureate Graduates

The Edwin and L.M. Zimmerman Award is given by the Trustees of the Endowment Fund for the University of Maryland School of Nursing to the member of the graduating class who consistently demonstrates a high level of professional nursing practice in caring for patients.

The Frances Arnold Memorial Award is given by the Women's Auxiliary to the member of the graduating class who has shown the most interest, enthusiasm and proficiency in neurosurgical nursing.

The Award for Excellence in Neurological Nursing is given by the Department of Neurology in the School of Medicine to the member of the graduating class who excels in neurological nursing.

The Flora Hoffman Tarum Memorial Award is given from the Endowment Fund to a member of the graduating class for leadership, loyalty and school spirit.

The Elizabeth Collins Lee Award is given from the Endowment Fund to the student having the second highest average in scholarship.

The University of Maryland Alumni Association Award is given to the graduate with the highest average in scholarship.

The Nurses Alumni Association Award for Leadership in a Campus Organization is given to one member of the graduation class.

The R.N. Faculty Award is given by the R.N. faculty to one R.N. graduating student who is outstanding in professional leadership.

Other Awards

School of Nursing students are eligible for several types of awards upon completion of the undergraduate or graduate program. The awards, which are presented at an academic convocation, have been donated by the Nurses Alumni Association or other groups or individuals who wish to recognize outstanding individuals in the student body. Annually a Research Award is presented to a master's student in recognition of excellence in research, and an award is presented to the outstanding master's student in each area of concentration.



Office of Student Services

The Office of Student Services is responsible for providing activities and services which assist students with personal and academic adjustment to the School of Nursing. Among the activities coordinated by the office are student orientation, Parents Day, Student Government Association, a peer tutorial program for minority students, a writing class, test taking and study skills classes and Honors Convocation. Additionally, counselors are available to assist students who request counseling for personal difficulties.

Student Organizations

Several student organizations are active in the School of Nursing. Those organizations which function at the undergraduate level are as follows:

- Student Government Association
- Black Student Nurse Association
- Junior Class
- Senior Class
- "Pledge" Yearbook

- Maryland Student Nurse Association

Graduate students are represented by the Graduates in Nursing Association, which is affiliated with the UMAB Graduate Student Association.

Campus Health Services

Health insurance is required of all full-time nursing students (nine or more semester hours) through either the university plan or self-procured equivalent coverage. Students with equivalent coverage must provide proof of such membership at registration and obtain an insurance waiver form.

The school provides medical care for its students through the Campus Health Services, located on the first floor of Howard Hall, 660 West Redwood Street. Emergency service is available, at night and on weekends, by calling 528-6790 and talking directly to the medical admitting officer. Emergency room care will be covered only if the problem is life-threatening and immediate or if the student is referred by the medical admitting

officer. The office is staffed by a physician director and seven physicians in internal medicine, psychiatry and gynecology; a psychologist; three nurse practitioners and two registered nurses.

A required student health fee makes these services available and covers the physical examination required of all nursing students.

Housing

The University of Maryland at Baltimore is predominantly a commuter campus. Most students locate housing in Baltimore or commute from their homes elsewhere in the state. Two types of on-campus housing are available on a limited basis. Dormitory-style living is available for men and women in the Baltimore Student Union. Fully furnished efficiency and one- and two-bedroom apartments are available in the uniquely restored Pascault Row townhouses.

Athletic Facilities

The campus has a single-floor recreation area located atop the Pratt Street Garage. It is equipped with two squash courts, two racquetball/handball courts and two basketball courts which may also be used for tennis, badminton and volleyball. In addition, there is a weight room equipped with a 15 station Universal Gym and a sauna in each locker room.

Facilities are available for use by UMAB students, faculty, staff and alumni. A ticket service for University of Maryland College Park athletic events is housed in this facility. UMAB students with a current and valid I.D. are admitted free to the UMAB athletic facility. Faculty and staff members who want to use the gym are charged a \$25 per academic year membership fee. For additional information, contact the athletic manager at 528-3902.



Undergraduate Fees and Expenses, 1984-85

Baltimore Campus, Upper Division (Junior-Senior)

	<i>Per Semester</i>	<i>Per Year</i>
Matriculation fee (new students only)	\$20.00 (fall only)	\$20.00
Tuition*		
In-State (full-time)	578.00	1,156.00
Out-of-state (full-time)	1,854.00	3,708.00
Part-time (8 credits or less)	68.00 per credit	
Supporting facilities fee (full-time)	60.00	120.00
(part-time)	20.00	40.00
Instructional resources fee (full-time)	23.00	46.00
Student health fee (full-time)	25.00	50.00
(part-time)	12.50	25.00
Health insurance (one person)	277.87	555.74
(two persons)	596.14	1,192.28
(family)	648.67	1,297.34
Malpractice insurance		20.00
Student activities fee	6.00	12.00
Student government fee (full-time)	6.00	12.00
(part-time)	2.50	5.00
Dormitory fee, double occupancy	830.00	1,660.00
Apartment fee	185-200/month plus utilities	
Diploma fee (seniors)	20.00	
Late registration fee	25.00	
Change fee	10.00	

*A \$50 nonrefundable deposit is required at the time of the student's acceptance for admission. This amount is applied to the fall tuition.

Registered nurse students should check the University of Maryland Baltimore County catalog for fee information.

Explanation of Fees

Tuition helps defray the cost of operating the university's programs.

Supporting facilities fee is used to support the auxiliary facilities and service provided for the convenience of all students.

Instructional resources fee represents a charge for instructional materials and/or laboratory supplies furnished for and to students.

Student health fee is charged to help defray the cost of providing a Campus Health Service. This service includes routine examinations and emergency care. Blue Cross or other acceptable medical insurance is also required.

Health insurance (the university plan or equivalent insurance) is required of all full-time students. Students with equivalent insurance coverage must provide proof of such coverage at registration.

Malpractice insurance is required of all undergraduate nursing students.

Student activities and student government fees are used at the discretion of the various student government associations to provide financial support for recreational, social and professional activities.

Diploma fee helps defray costs involved with graduation and commencement.

Late registration fee: All students are expected to complete registration, including the filing of class cards and payment of bills, on the regularly scheduled registration days. Those who do not complete registration during the prescribed days must pay a late registration fee of \$25. Students receive registration instructions from the office of the registrar.

Additional expenses include the purchase of uniforms (approximate cost \$130) and the recommended purchase of a stethoscope at approximately \$30. No diploma, certificate or transcript will be issued to a student until all financial obligations to the university have been satisfied. The university reserves the right to make such changes in fees and other changes as may be necessary.

Graduate Fees and Expenses, 1984-85

Matriculation (new student)	\$20.00
Tuition, per credit	
In-state	82.00
Out-of-state	145.00
Supporting facilities fee, per semester	
Full-time	60.00
Part-time	20.00
Student health fee, per semester	
Full-time	25.00
Part-time	12.50
Health insurance (Blue Cross), per semester	
One person	277.87
Two persons	596.14
Student activities fee, per semester	15.00
Graduation fee	20.00
Continuous registration fee (doctoral candidates)	22.00
Late registration fee	25.00
Change fee	10.00

NOTE: All graduate nursing students are required to carry professional malpractice insurance throughout their academic program. Documentation of coverage is required at the time of every registration and must meet the amount set by the School of Nursing and clinical agencies.

Financial Aid

Student financial aid programs for graduate students and generic undergraduate students are centrally administered by the Student Financial Aid Office, located in the Baltimore Student Union. Financial aid for students in the baccalaureate degree program for registered nurses is administered by the Student Financial Aid Office at UMBC. The UMBC catalog provides program information.

The primary purpose of a financial aid program is to provide assistance to students who otherwise would be unable to attend the university. Financial aid is offered only after it is determined that the resources of the family are insufficient to meet educational and living expenses. Any aid then offered will not exceed the difference between the total expenses and family resources. In the case of new students, applicants do not have to be admitted in order to submit an application, but the student must be accepted before an award can be made.

Specific requirements and terms for all grants, scholarships and loans are listed in the student financial aid brochure. Requests for information and financial aid applications should be addressed to the Student Financial Aid Office, University of Maryland at Baltimore, 621 West Lombard Street, Baltimore, Maryland 21201. Priority date for submitting applications for the following academic year is February 15.

University Grants

In an attempt to meet the ever-increasing needs of students, the Maryland legislature each year allocates to the university funds earmarked for student assistance. As a result, university grants are available to Maryland residents who demonstrate a financial need. After careful review of the student's current financial situation, awards are made on an individual basis in the form of Dean's Scholarships, Desegregation Grants, Other Race Grants, Maryland State Scholarship Board Funds and/or tuition waivers.

Federal Grants

Under provisions established by the federal government, limited grants are available to encourage students of exceptional financial need to continue their postsecondary school education. A recipient must be a United States citizen enrolled as a full-time student. Such grants include: the Supplemental Education Opportunity Grant, Work-Study and Pell Grant.

Through the Health Professional Scholarship Program, the Veterans Administration will pay undergraduate nursing students and graduate students in certain specialty areas a monthly stipend in addition to tuition and fees and other reasonable education expenses during their enrollment in nursing school in exchange for two years of service in a Veterans Administration Medical Center. Further information may be obtained by writing the Health Professional Scholarship Program (14N), VA Central Office, 810 Vermont Avenue, N.W., Washington, D.C. 20420.

Other Aid Sources for Baccalaureate Students

Private organizations and donations have established various scholarship and loan accounts. Certain hospitals have special plans for financial aid if the student agrees to work for the agency upon graduation. Students are routinely notified of their availability.

Reserve Officer Training Corps (ROTC) two-year nursing scholarships are awarded to applicants accepted into the ROTC program and the upper division nursing program. Students must enroll in the ROTC course concurrently with the nursing program. The scholarship includes tuition, fees and a stipend.

Additional Aid Sources for Graduate Students

Graduate Assistantships: The School of Nursing provides a limited number of graduate research and teaching assistantships to doctoral students on a competitive basis. These assistantships provide remission of tuition (10 credits per semester) and fees in addition to a modest salary.

The graduate assistant is generally expected to make a work commitment of approximately 20 hours per week. Assigned duties are consistent with the aims and objectives of the teaching and research missions of the university. In addition to the above, some research assistantships are available through grant or contract funds. Depending on the qualifications required for a particular position, master's and doctoral students may be eligible to apply.

Prospective students interested in being considered for graduate assistantships should make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established.

Traineeships: Students who meet admission requirements and are U.S. citizens are eligible to apply to the School of Nursing for federal funds for full-time study. Professional nurse traineeships available from the Division of Nursing, Health and Human Services provide tuition and fees (and a monthly stipend if money is available).

Students in selected specialty areas may also be eligible for support under specialized grants obtained by the School of Nursing or available through application to a specific foundation or funding source. Since there are limitations on the number of traineeships available, applicants are ranked according to total professional background. In the case of all traineeships, prospective students make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and nonacademic regulations of the university. Graduate students must maintain a 3.0 GPA to be eligible for financial aid.



Overview

The University of Maryland School of Nursing offers one undergraduate program which leads to a Bachelor of Science degree in Nursing (B.S.N.). Two types of students are admitted to the upper division program: registered nurses and generic students.

The program in professional nursing, leading to the degree Bachelor of Science in Nursing, is available to men and women who establish eligibility for admission. The first two years of preprofessional study (lower division course requirements) are available at University of Maryland campuses and at other accredited colleges or universities. On these campuses, the student pursues a program geared to providing fundamentals of a liberal education and subjects which are supportive to the study of nursing. The junior and senior years are devoted to completing the nursing major on the Baltimore City campus.

Registered nurses who desire to bring their previous preparation for nursing in line with requirements for the baccalaureate degree are encouraged to establish eligibility for admission. Credits previously earned at an accredited two- or four-year college or university are assessed according to University of Maryland and School of Nursing policies governing transfer of credit. Opportunity to establish credit for certain foundational and nursing courses is provided. The program for registered nurses is offered at the University of Maryland Baltimore County campus. RN students receive their degrees from UMBC.

Objectives of the Undergraduate Program

The baccalaureate graduate of the University of Maryland School of Nursing is committed to the total well-being of people and demonstrates respect for their dignity, worth, autonomy and uniqueness. In ambulatory, community and inpatient settings, the graduate provides effective nursing care that assists individuals, families and other groups at any

point on the health continuum to attain, regain or maintain their maximum level of health and functioning.

The baccalaureate program provides a learning environment which fosters purposeful self-direction and implementation of nursing care based on a deep grasp of nursing knowledge and skill, analytical thinking and discriminative judgment. As a result of the educative process, the graduate is able to assume beginning leadership in the practice of nursing. Awareness of nursing's effectiveness on the improvement of health care services to people gives impetus to the graduate's continuing search for knowledge which supports practice. To achieve these ends the graduate:

1. Synthesizes selected concepts from the affective, cognitive and psychomotor domains in formulating a philosophy of nursing;
2. Uses affective, cognitive and psychomotor behaviors in applying the nursing process to individuals and small groups;
3. Demonstrates personal and professional growth with increasing self-direction;
4. Demonstrates leadership in nursing practice;
5. Demonstrates responsible organizational behaviors in meeting professional goals within health care agencies;
6. Collaborates in the assessment of and planning for meeting the health care needs of individuals and small groups;
7. Improves nursing practice through the evaluation and application of selected research.



Lower Division Requirements

Professional, upper division education in nursing requires a foundation of learning provided by required lower division college courses. Prior to fall matriculation in the undergraduate program, all students must have completed the lower division course requirements listed below at an accredited college or university.

Each of the other campuses of the University of Maryland and all of the Maryland community colleges have designed special articulation programs which facilitate a student's admission to the School of Nursing. In addition, Frostburg State College, Morgan State University and Villa Julie College have articulation programs with the School of Nursing. A list of the course numbers and titles of the lower division courses offered at the particular institution that meet the lower division requirements is available at the counseling center of the college.

COURSE REQUIREMENTS	CREDITS
English composition (C or better grade)	6
Chemistry, with laboratory (inorganic & organic content, C or better grade)	8
Human anatomy and physiology, with laboratory (C or better grade)	8
Microbiology, with laboratory (C or better grade)	4
* Social sciences	9
Human growth and development (sophomore level)	3
** Humanities	12
Nutrition (sophomore level)	3
Electives	6
Minimum Total	59

**Must include at least one course in sociology and one course in psychology.*

***Must include courses selected from at least three disciplines within the humanities area, including three credits of college-level mathematics.*

The following policies govern the transfer of lower division college credits to the School of Nursing:

1. Human anatomy and physiology, chemistry and microbiology must be courses for students who plan to or could use them as credits toward a major in these areas. In other words, they cannot be terminal courses for nonmajors.
2. Required natural science courses (chemistry, microbiology and human anatomy and physiology) must include laboratory experience.
3. Courses in religion will be accepted in transfer when they have been taught within a framework which oversteps specific sectarian concerns and/or dogma.

4. Basic nutrition must be a course with prerequisites of organic chemistry and anatomy. Applicants should contact the Office of Admissions and Academic Progressions for the course numbers of approved nutrition courses at Maryland institutions.
5. Humanities credit will be given for one studio course in the fine arts (e.g., a class in piano or painting) only if credit in the appropriate survey course is also earned (music literature, history of art, etc.).
6. Ds are not transferable for English composition, chemistry, anatomy and physiology and microbiology from either in-state or out-of-state institutions. For other courses, Ds are transferable from in-state public institutions only.
7. Courses taken on a Pass/Fail basis may be used for nonscience credits only. Up to 6 credits of Pass may be transferred.
8. A sophomore-level human growth and development course covering content throughout the various stages of the lifespan is required. Applicants should contact the Office of Admissions and Academic Progressions for the course numbers of approved human growth and development courses at Maryland institutions.
9. A college-level mathematics course is required. The course should be one with a prerequisite of some college preparatory mathematics in high school.
10. Remedial and/or repetitive courses are not applicable for credit.
11. Nursing courses are not transferable. (These are taught in the junior/senior years).
12. Natural science courses taken 10 or more years prior to a student's matriculation date will generally not be accepted for generic students.
13. Only students with an overall grade point average of 2.0 or better will be considered for admission.
14. Only 59 applicable credits are necessary for matriculation to the School of Nursing. A maximum of 62 will be applied toward the matriculation grade point average.

15. Whenever possible, credits recorded on an applicant's transcript(s) will be used as the basis for calculating the matriculation grade point average rather than those grades resulting from courses listed on the Courses In Progress sheet, which is a form included in the official application.
16. No more than half of the 122 applicable credits required for graduation can be earned by examinations (see Department Examinations and CLEP, below).

Establishing Lower Division Credit by Examination

Department Examinations: Many two- and four-year colleges and universities provide an opportunity for students to take examinations for credit, provided the student has had some instruction and experience in the content of the course under consideration.

Arrangements are made by students with the appropriate departments in the college in which they are matriculated on a full- or part-time basis. The School of Nursing will accept the credit earned by examination provided the course name and number, grade and credits earned are on the transcript. (In most cases, Pass/Fail grades are not accepted).

CLEP: It is possible to earn credit by examination through the College Level Examination Program (CLEP) of the College Entrance Examination Board. The School of Nursing recognizes selected CLEP exam results for credit, provided the student earns a grade determined acceptable. The results from the CLEP tests can be submitted to the Director of Admissions and Registrations, Room 326, Baltimore Student Union, 621 West Lombard Street, Baltimore, Maryland 21201 for evaluation of the score's transferability.

Assessment Form

(For student use only/not to be submitted to the school)

The following form is a model of the form

used by admission officers in assessing an applicant's eligibility for admission. Interested students can use it to keep track of their progress in meeting lower division requirements.

Lower Division Requirements	Required Credit	Credit Earned	Grade	Q.P.	School	Year Taken
English composition	6					
Chemistry, with laboratory (including inorganic and organic content)	8					
Human anatomy and physiology, with laboratory	8					
Microbiology, with laboratory	4					
Social sciences (9 cr.)—includes sociology, psychology, anthropology, political science, economics, geography.	9					
One course must be in sociology and one must be in psychology.						
	3					
	3					
	3					
Human growth and development (sophomore level)	3					
Humanities (12 cr.)—need 3 credits of college-level mathematics and courses from at least 3 of the following areas: literature, language, fine arts, history, philosophy, mathematics, public speaking.						
	3					
	3					
	3					
	3					
Nutrition (sophomore level)	3					
Academic electives	6					
Matriculation G.P.A.						
Minimum Total	59					

Admission to the Upper Division

General Information

Applications may be obtained between the middle of September and January 31 for the next admission class from:

Division of Admissions and Registrations
Baltimore Student Union, Room 326
621 West Lombard Street
Baltimore, Maryland 21201
Phone: 528-7480

Application deadline is February 1. All supporting documents must be received by March 1.

Required application materials must be submitted before a final disposition can be made on an application:

1. Transcripts of all college-level work taken to date, including summer sessions.
2. Courses in Progress Form, including all coursework which the applicant is currently taking, as well as all courses which will be taken during upcoming semesters to meet the lower division requirements.
3. Course descriptions, if applicants have taken any of the required natural science, nutrition or human growth and development courses out-of-state.

Preadmission counseling sessions are offered by the staff of Admissions and Academic Progressions for students interested in admission to the school. The individual or small group counseling sessions include an explanation of the admission process and each attendee's academic credentials are evaluated. For an appointment, phone (301) 528-6282.

For updated admissions information, students planning to apply to the School of Nursing for fall 1986 should contact the Director, Office of Admissions and Progressions, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201 in the spring of 1985.

Cardiopulmonary Resuscitation (CPR) certification is required of all generic and R.N. students prior to their enrollment in the School of Nursing. The certificate must be valid for the time period which covers August of the year of their initial enrollment through June of the following year. Since students will need to maintain a valid CPR certificate during the entire enrollment in the School of Nursing, they will need to be recertified at the appropriate time. The Office of Admissions and Academic Progressions will maintain the record of student certification.

Applicants who attended foreign institutions will need to validate which of the credits taken at a foreign institution(s) will be accepted as fulfilling the School of Nursing's required lower division courses. The students must (1) file an official application with appropriate fee; (2) have the appropriate officer at the foreign school(s) attended send an official transcript(s) with English translation to the Division of Admissions and Registrations, 621 W. Lombard Street, Baltimore, Maryland 21201. Since it takes approximately six months for the processing of documents received from a foreign country, it is critical that the student apply in early fall for the following fall's admission.

Foreign students are required to take the Test of English as a Foreign Language. A score of 500 is considered to be an indication that the applicant could be successful in language comprehension and use.

Undergraduate admission credentials and application data are retained for 3 years.

Admissions Information for Generic Applicants

Normal educational sequencing leading to a B.S.N. for the generic applicant entails graduation from high school; completion of 59 lower division, preprofessional course credits at an accredited college or university; and completion of 63 upper division, professional course credits. (State Board Examinations to become a registered nurse are taken following the awarding of the baccalaureate degree.)

The School of Nursing matriculates generic students into upper division coursework in the fall of each year. Students should apply for admission in the fall prior to their expected matriculation date. Students are eligible to apply after completing approximately 30 credits of the lower division preprofessional coursework and developing a plan for completing the remaining 29 credits by the expected matriculation date. All applications will be considered where the applicant's overall grade point average is 2.0 or above. Admission is competitive and the basic criteria for determining admissions are:

1. Overall grade point average
2. Completion by February 1 of 44 semester hours of applicable (lower division) credits with a minimum distribution of these credits in the following categories: English—3 credits; required natural sciences—8 credits; social sciences—6 credits; humanities—6 credits
3. Written plan for completion of all required 59 lower division credits by matriculation date.

Early Review: Students whose application, required transcripts and course descriptions, if applicable, are received by the University of Maryland at Baltimore by November 15 will be considered for early review.

Early review decisions will be announced as soon as they are made. Only applicants who meet the criteria for early review will receive their admissions decision at that time. Students who do not meet the criteria for early review will automatically be

considered for regular review. Decisions made by regular review will be announced in March and April. In addition, those applicants who do not meet the academic criteria for the program will be notified once their application has been reviewed.

The following are the criteria for early review:

1. A minimum of approximately a 3.0 average in the preprofessional course requirements attempted at the time of record review. (All attempts of repeated courses are used to calculate the grade point average.)
2. Evidence of satisfactory completion of 8 of the required 20 credits in the natural sciences at the time of record review.
3. No D or F grades recorded for any college-level work.

Regular Review: The application and transcripts for all college-level coursework completed through the fall semester must be received by the School of Nursing's Admissions Office to be considered for regular review. The deadline for receiving all required transcripts and course descriptions is March 1. Applications still incomplete after March 1 will be processed only if spaces remain to be filled in the entering class.

A grade point average will be calculated for the preprofessional course requirements attempted at the time of record review. All attempts of repeated courses are used to calculate the grade point average. The academic credentials of the applicant pool being considered for regular review in a given year will help determine the exact criteria for regular review.

Individual Admissions: Students who do not meet the admission criteria for early or regular review may still be eligible for admission. They may include, but are not limited to, the educationally disadvantaged and the mature adult. Applicants who wish to be

considered for individual admission must submit a written request to the Office of Admissions of the School of Nursing after they have filed their application.

Applicants who wish to be considered for individual admission are required to submit supportive information, such as letters of recommendation and personal statements, with their application explaining why their application deserves special consideration and why their record does not meet the criteria. Written requests for individual admission and any supporting documentation must be received no later than March 1.

Individual admissions shall be limited to 15 percent of the entering class of the School of Nursing. Individual admissions applicants and regular review applicants are reviewed at the same time.

Although not a requirement for all generic applicants, scores from the Allied Health Professions Admissions Test may be submitted by individual admissions applicants. These students may take the AHPAT in November or January to improve their admission status. In the event an applicant's grade point average is not competitive, the AHPAT scores, if submitted, can be used as an additional admissions criterion. (AHPAT scores are valid for five admissions years.) Applications for the AHPAT may be obtained from:

AHPAT

The Psychological Corporation

7500 Old Oak Boulevard

Middleburgh Heights, Ohio 44130

Admissions Information for Registered Nurse Applicants

Normal educational sequencing leading to a B.S.N. for the registered nurse entails graduation from an associate degree nursing program or diploma nursing program; state licensure (failure to become licensed after a student has matriculated will result in the student being immediately withdrawn from the program); completion of 59 lower division, preprofessional course credits at an accredited college or university; completion

of advanced placement examinations totaling 30 credits (6 credits are earned from faculty made tests and 24 credits are earned from tests developed by the American College Testing Program); completion of 32 upper division, professional course credits.

The School of Nursing matriculates approximately 120 registered nurses into upper division coursework in the fall of each year. Students should apply for admission in the fall prior to their expected matriculation date. Students are eligible to apply after completing approximately 30 credits of the lower division preprofessional coursework and developing a plan for completing the remaining 29 credits by the expected matriculation date. All applications will be considered where the applicant's overall grade point average is 2.0 or above.

The School of Nursing uses the process of rolling admissions in reviewing applications from registered nurses. "Rolling admissions" means that the earlier one applies and submits all required information, the earlier one will hear about being accepted to the school. Admission is competitive and the basic criteria for determining admissions are:

1. Overall grade point average
2. Completion by February 1 of 44 semester hours of applicable credits with a minimum distribution of these credits in the following categories: English—3 credits; required natural sciences—8 credits; social sciences—6 credits; humanities—6 credits
3. Written plans for completion of all required 59 lower division credits by matriculation date
4. Successful completion of advanced placement examinations

Advanced Placement for the Registered Nurse

When the official application for upper division study is received by the School of Nursing, information about the Advanced Placement Examinations is forwarded to the applicant and includes study guides and registration forms for all the examinations. The required advanced placement examinations are as follows:

	CREDITS	MINIMUM GRADE OR SCORE
NURS 311 and 312 Patho-physiological Concepts and Clinical Implications and Pharmacologic Agents and Clinical Applications	6	C
Satisfactory performance on a mathematics mastery examination		
NURS 426 Professional Strategies	3	33
NURS 457 Maternal and Child Health Nursing	Total of 21 for these	45
NURS 554 Adult Nursing	examina-	45
NURS 503 Psychiatric/Mental Health Nursing	tions	45

NURS 311 and 312 are prepared by University of Maryland faculty members. NURS 426, 457, 554 and 503 are prepared by the American College Testing Center. Those who would like to contact the center directly may do so by writing:

ACT PEP
2201 North Dodge Street
P.O. Box 168
Iowa City, Iowa 52243

An applicant who fails NURS 311, 312 or 426 must take these courses after matriculating in the program. Decisions as to when these courses are to be taken are the responsibility of the Director of Admissions and Academic Progressions. Students have two attempts to pass NURS 311, 312, 426, 457, 554 and 503 successfully. Students who fail NURS 457, 554 and 503 tests on the second attempt are ineligible to enter the program.

Advanced placement examinations must be retaken if the student does not matriculate in the upper division course of study within five admission years.

The Upper Division Curriculum for Generic Students

The junior and senior years of the nursing curriculum are offered at the University of Maryland's Baltimore campus. The curriculum is based on an integrated model whereby students are taught by faculty who have specialized knowledge and skill in the area of maternal-child, psychiatric-mental health, medical-surgical, community health and primary care nursing.

A faculty-student ratio of approximately 1:10 creates a learning situation in which students have sufficient opportunity to learn the clinical skills required of professional nurses. Student placement for the junior year is an administrative decision. A lottery is used to make decisions concerning senior student placements.

A typical plan of study for the upper division nursing major follows.

JUNIOR YEAR *CREDITS*

Fall Semester

NURS 314*	9
Concepts of Nursing I	
NURS 311*	3
Pathophysiological Concepts and Clinical Implications	
NURS 313*	3
Introduction to Nursing Process	
	15

Winter Session (January)

NURS 418	3
Special Topics—Electives in Health-Related Courses	

Spring Semester

NURS 315*	9
Concepts of Nursing II	
NURS 312*	3
Pharmacologic Agents and Clinical Applications	
NURS 323	3
Stressors through the Lifespan	
	15

SENIOR YEAR *CREDITS*

Fall Semester

NURS 324 or 325	9
Concepts of Nursing IIIA or B	
NURS 321	3
Leadership and Management in Health Care Settings	
NURS 322*	3
Nursing in Society (taken with NURS 324)	
NURS 410	3
Research and Statistics (taken with NURS 325)	
	15

Winter Session

NURS 326	3
Clinical Nursing Elective (may be taken by generic students in the summer between the junior and senior years)	

Spring Semester

NURS 324 or 325	9
Concepts of Nursing IIIA or B	
NURS 322*	3
Nursing in Society	
NURS 410	3
Research and Statistics	
	15

*These courses are challenged by R.N. students after applying to the upper division (Advanced Placement Examinations NURS 457, 554 and 503 are equivalent to credits for NURS 314 and NURS 315 above; NURS 426 is equivalent to NURS 322).



The Upper Division Curriculum for Registered Nurse Students

The curriculum for the registered nurse is planned to maximize the strengths the registered nurse brings to the baccalaureate program. The registered nurse is viewed as an adult learner who possesses the special characteristics of a diverse life, educational and clinical experiences and a high level of motivation that fosters independent and collaborative learning.

Clinical practice areas for the registered nurse are provided through arrangements with a wide variety of health care agencies. All clinical coursework is under the supervision of faculty of the School of Nursing. Students are assigned to any one of a number of different agencies for the purpose of accomplishing the course objectives as determined by faculty.

A typical plan of full-time study appears below for R.N. students who have met the requirements for the preprofessional courses and have established credit through satisfactory completion of advanced placement examinations.

<i>Fall Semester</i>	<i>CREDITS</i>
NURS 334 Concepts of Nursing IVA	9
NURS 333 Client Assessment	2
NURS 418 Health Elective or NURS 410 Research and Statistics	3
	14

Winter Session (January)

NURS 326 Clinical Nursing Elective or NURS 348 Seminar, Workshop	3
	3

Spring Semester

NURS 335 Concepts of Nursing IVB	9
NURS 418 Health Elective or NURS 410 Research and Statistics	3
NURS 321 Leadership and Management in Health Care Settings	3
	15

Students may not take more than 15 credits during the fall and spring semesters or 3 credits in the winter session without administrative approval from the Director of Admissions and Academic Progressions.

Part-Time Study

This option is available to a limited number of registered nurses who may complete the program in two or three academic years. Enrollment in certain courses may be limited depending upon demand.

General School Policies Related to Curriculum Matters

Nursing Concepts Courses

The major nursing courses, NURS 314, 315, 324, 325, 326, 334 and 335, must be taken within the University of Maryland School of Nursing. This policy does not negate the opportunity for R.N. students to challenge the junior year clinical concepts courses. Faculty-student ratios for Concepts Courses are maintained at an average program-wide ratio of approximately 1:10.

Clinical Practice Areas

Clinical practice areas for the baccalaureate program are provided through arrangements with a wide variety of hospitals and other health agencies. Clinical practice is under the supervision of faculty of the School of Nursing. Students are assigned to different types of agencies for the purpose of accomplishing the course objectives as determined by the faculty.

Honors Program

The University of Maryland Eastern Shore, in cooperation with the professional schools of the University of Maryland at Baltimore, has instituted an honors program for students of great promise and ability who can meet rigorous academic standards. The program includes specific preprofessional tracks in medicine, dentistry, law, pharmacy, nursing and social work and community planning.

The program of study consists primarily of honors sections in biology, chemistry, English, mathematics and social sciences. It also emphasizes independent study courses and honors seminars through which students explore in depth various academic disciplines.

For additional information, write to the Chairman of the Honors Program Committee, University of Maryland Eastern Shore, Princess Anne, Maryland 21853.

Outreach Students

During the 1975-1976 academic year, an off-campus, part-time degree completion program for community-bound registered nurses was established in western Maryland and on the Eastern Shore. The first group of students completed the program in 1978. This offering is currently continuing in western Maryland, in the Cumberland area. The program enables registered nurses to complete all requirements for the baccalaureate degree in nursing through enrollment on a part-time basis in regional centers. Requirements for achieving senior year status are the same as on the Baltimore campus. The usual senior year curriculum for R.N.s, which involves 32 earned credits, is arranged over a two- to three-year time span. Inquiries should be addressed to the Director of the Outreach Program, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.

Employment Opportunities

Baccalaureate graduates of the University of Maryland School of Nursing have many career opportunities available to them. Graduates may choose to practice nursing in a hospital or outpatient clinic, an extended care facility or a variety of community agencies including schools, industries and physicians' offices. In addition, graduates may choose a career in civil service, the military or the Veterans Administration. A survey of 1982 graduates showed that salaries for generic graduates ranged from \$17,000 to \$21,000. The RN who earns a baccalaureate degree is usually paid at a higher rate due to prior experience in nursing.

Eligibility for State Licensure

Graduates of the program are eligible for admission to the examination given by the Maryland State Board of Examiners of Nurses (or by any other state board) for licensure to practice nursing. Application is generally submitted prior to the date of graduation. Students interested in applying for admission to the University of Maryland School of Nursing should be aware of Maryland's Nurse Practice Act, Article 43, Section 299, which authorizes the board to withhold, deny, revoke, suspend or refuse to renew the license of a nurse or applicant for a variety of reasons, including conviction of a crime involving moral turpitude if the nature of the offense bears directly on the fitness of the person to practice nursing or violation of any provision of the Nurse Practice Act.



Undergraduate Courses

NURS 311 Pathophysiological Concepts and Clinical Implications (3). Fall semester, junior year. Focuses on pathophysiological disruptions to system functioning. The alterations within the system are discussed as well as the impact of these alterations on the individual. The student will apply previously acquired knowledge in human anatomy and physiology as well as other basic sciences. This course contributes to the scientific basis for utilization of the nursing process.

NURS 312 Pharmacologic Agents and Clinical Applications (3). Spring semester, junior year. Prerequisite: NURS 311. The use of therapeutic drugs in the health care setting and their effects upon normal and abnormal physiology. Pharmacologic agents are discussed in relation to their effects on body systems, mechanism of action and excretion, therapeutic usage and nursing implications. The course builds upon the student's understanding of physiological and pathophysiological processes gained in NURS 311 and other courses.

NURS 313 Introduction to the Nursing Process (3). Fall semester, junior year. Introduces the student to the components of the nursing process—assessment, planning, implementation and evaluation—as a basis for nursing practice. Basic assessment, interpersonal, psychomotor and medication administration skills will be the focus of the course. Students will have an opportunity to learn and practice basic nursing skills in laboratory and clinical settings.

NURS 314 Concepts of Nursing I (9). Fall semester, junior year. Must be accompanied by NURS 313 unless credit for NURS 313 has previously been established. The focus is on man as a behavioral system, the health-illness continuum and the role of the professional nurse in helping clients of all ages to maintain and/or promote optimal health. Students are introduced to the conceptual framework and the four major concepts which provide the organizing schema for the Concepts of Nursing courses: stress and adaptation, systems functioning, the nursing process and the role of the nurse. The assessment component of the nursing process constitutes a major focus of this course. However, all aspects of the nursing process are included. An integral part of this course is the development of a

helping relationship with clients of all ages experiencing common problems involving a mild stress level. Resources and support systems within the family and community are included. Use of communication skills, health teaching and other nursing interventions will serve as a basis for future knowledge.

NURS 315 Concepts of Nursing II (9). Spring semester, junior year. Prerequisites: NURS 311, NURS 313, NURS 314. The focus is on the nursing care of clients experiencing stress states characterized by moderate intensity and relative stability. All aspects of the nursing process are included. The mutual interaction between the client and family is explored as well as resources within the health team and community. Students will work with adults and children to assist them in regaining and/or promoting optimal health, and with families in the perinatal period.

NURS 321 Leadership and Management in Health Care Settings (3). Fall semester, senior year. Prerequisite: NURS 315. The role of the professional nurse as a leader and manager. Organizational and interpersonal factors and theories that affect nursing practice are examined. Emphasis is placed on group theory and process. Management principles and skills are applied to a variety of health care settings.

NURS 322 Nursing in Society (3). Fall or spring semester, senior year. Provides an opportunity for students to study the multiple factors which have contributed to the emergence of professional nursing. The profession is studied in relation to and as an integral part of the changes in our society. Significant

issues confronting the profession are identified. Upon completion of this course the student should demonstrate a better understanding of the profession of nursing in its present state of growth, an awareness of its potential and direction and cognizance of each nurse's own responsibility in its development.

NURS 323 Stressors through the Lifespan (3). Spring semester, junior year. Prerequisite: NURS 314. An in-depth look at selected psychosocial concepts basic to understanding client responses in a variety of settings. The theoretical bases of each concept are presented, as well as the concept's expression at varying points along the lifespan. Developmental and situational stressors affecting these concepts are examined. Interventions to assist clients to cope with these stressors are discussed.



NURS 324 Concepts of Nursing IIIA (9). Fall or spring semester, senior year. Prerequisites: NURS 312, NURS 315. The focus is on hospitalized clients experiencing biopsychosocial disruptions and intense or variable stress states. All components of the nursing process are used. Student learning experiences include working with adult and child clients experiencing complex, multiple system problems requiring rapid utilization of the nursing process. Major components of the course are the opportunity to apply management principles as a leader of a small work group and the multidisciplinary interaction with other health team members.

NURS 325 Concepts of Nursing IIIB: Dimensions of Family Care (9). Fall or spring semester, senior year. Prerequisites: NURS 312, NURS 315. An opportunity to learn and practice using those concepts necessary and sufficient to promote and maintain family health, with a focus on psychiatric-mental health and community health nursing. Clients exhibit biopsychosocial disruptions spanning the stress continuum. As a result of analyses of the interactions among the critical concepts, interventions will be targeted appropriately with individuals, groups, families and communities. Emphases include group dynamics and the implementation and evaluation components of the nursing process.

NURS 326 Clinical Nursing Elective (3). Minimester, senior year. Prerequisites: NURS 324 or NURS 325 for generic students and NURS 333 and NURS 334 for RN students. Offers an opportunity to select and study an area of particular interest in clinical nursing. Distributive and episodic nursing practice settings serve as clinical laboratories for learning. Senior students may elect to participate in a faculty offered course, independent study

under faculty mentorship or a summer clinical elective offered in collaboration with the University of Maryland Medical System and other clinical agencies.

NURS 333 Client Assessment (2). Fall semester, senior year. Prerequisite: Admission to RN level. Designed to provide the registered nurse with the skills to perform health assessments of clients. The class and laboratory experiences will be organized using selected processes from the subsystems curriculum framework. Since the registered nurse student brings a background of knowledge, experience and competencies to this course, these will be utilized in meeting the course requirements. An emphasis of this course is the evaluation of clients with special attention directed toward the effects of stress and stress-mediated responses. The integration of the biopsychosocial assessment will be facilitated using common health concerns prominent in American society. This two-credit course will have a one-hour class presentation and a three-hour laboratory experience each week during which students will practice, under direct supervision, the assessment skills being taught.

NURS 334 Concepts of Nursing IV A (9). Fall semester, senior year. Prerequisites: Satisfactory completion of mastery examination in mathematics or NURS 313. Helps the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups and his environment. Emphasis will be placed on the

application of concepts of systems theory, health stress, communication, family and group theory to nursing process. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 335 Concepts of Nursing IV B (9).

Spring semester, senior year. Prerequisites: NURS 333, NURS 334 and NURS 326 or NURS 348. Designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups and his environment. Emphasis will be placed on the application of concepts of crisis, decision making, planned change, teaching/learning, family and community. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 348 Electives, Workshops, Seminars and Institutes (1-6). Minimester, senior year.

Prerequisites: NURS 333 and NURS 334. An opportunity to participate in workshops, institutes and seminars on various aspects of nursing. Faculty reserve the right to limit the number of credits a student may take in workshops, institutes and seminar study.

NURS 410 Research and Statistics (3). Fall or spring semester, senior year. Prerequisites:

NURS 315 or by permission of instructor. In the context of the total research process, the basic elements of research, including defining the research question, literature search, sampling, research design, measurement and data gathering, statistical analysis and interpretation of results are presented and their interdependence stressed. Statistics include chi square, correlation, t-test, F-test and analysis of variance (one way). Application and interpretation rather than theory or mathematical derivation are emphasized. Evaluation of measurement instruments in terms of reliability and validity



is presented. Students critique research reports in the literature. Students also prepare a report of a class research project planned primarily by the instructor.

NURS 418 Special Topics (2-3). Minimester, junior year. Focuses on current health-related topics such as parenting, holistic health care, cross-cultural nursing, and thanatological aspects of nursing.



Overview

The University of Maryland's graduate nursing program is the only comprehensive one in the state and is one of the largest programs in the nation. While the programs are offered in the School of Nursing, they are part of the Graduate School of the University of Maryland; therefore, are subject to the requirements of both schools.

The master's degree curriculum is three semesters and a minimester in length except for Primary Care Nursing, which is four semesters. Congruent with the changing needs of society, the master's degree offers a number of specialty options to students. Students are required to develop competence in a specialized clinical area, and opportunity is provided to concentrate (major) in either the clinical or the role area depending on specific career goals and previous preparation. Multiple tracks are available within areas of concentration to provide individualized courses of study. Every student selects both a clinical and a role track to prepare for specialization within a clinical area and a beginning functional role.

The doctoral program in nursing first admitted students in 1979. The program is designed to meet the educational needs of nurses who have developed specialized clinical expertise at the master's level and are committed to playing a leadership role in the discovery and refinement of nursing knowledge through research. The curriculum includes a core of required courses which address the theoretical and empirical bases for nursing and the techniques of theory building and research. The program is designed with sufficient flexibility to allow students to pursue in depth their individual research interests and career goals within a research-oriented milieu.

Students specialize in either the direct or the indirect sphere of nursing. Those specializing in direct nursing focus on study of the health needs of clients/patients and of

nursing action provided directly to clients in a variety of settings. Their research falls within the realm of clinical nursing research. Those specializing in indirect nursing focus on the study of nursing systems and education and administrative nursing action which facilitates and supports clinical nursing practice. Their research interests fall within the areas of health and nursing services, organization, health policy and nursing education.

Graduate education fosters the responsibility, creativity and self-direction which characterize professional commitment and enhances a continuing desire to learn and grow. The graduate student is viewed as a partner in the teacher-learner dyad; receives stimulation and support for scholarly pursuits; is given the freedom to think and try out new ideas; and has the opportunity to apply knowledge and develop new skills. The opportunity to articulate beliefs, ideas and formulations is gained through interaction with faculty and other members of the academic community.

Philosophy

The graduate program of the School of Nursing derives its purposes directly from the underlying philosophy which is shared by the faculty. Tenets of the philosophy held by graduate faculty of the School of Nursing provide a foundation for the conceptual framework upon which the master's degree curriculum is based. This conceptual framework analyzes the unit (the individual, family or community) in terms of three interrelated expressions of health—physical, cognitive and personal. The physical expression refers to the unit's structural and functional endowment and integrity. The cognitive expression addresses the capacity of the individual to receive, to perceive and to organize information. The personal expression is concerned with the affective relationships of the unit.

The relationships among the expressions are complex and vary at different points in time. The expressions lend themselves to assessment, quantification and regulation. The intervention phase of the nursing process depends on the relationships among them and the pattern of the expressions of health. Evaluation of nursing intervention is achieved through examination of the resulting state of health of the unit.

The doctoral program at the University of Maryland is based on the belief that nursing has a distinct body of knowledge which can and must be extended, verified and revised using the methods of scholarly inquiry. Nursing knowledge, while distinct, is not isolated or exclusive. It involves the selection, integration and expansion of knowledge from nursing and other disciplines and the application of this knowledge to the understanding of health and illness and to the analysis and improvement of nursing practice. Nursing knowledge is derived from and guides nursing practice, which encompasses two interrelated spheres of activity: direct service to clients/patients and indirect action carried out in educational and clinical settings which support direct nursing care. Knowledge encompassing both spheres and their interrelatedness must be extended and tested, in order to effect improvement in nursing practice.

Graduate education in nursing is built upon and extends a knowledge base acquired in a baccalaureate degree program in nursing and is derived from the humanities and the physical, biological and behavioral sciences. Each student brings to graduate education a unique combination of experience and capabilities and the learning environment facilitates the establishment and attainment of professional objectives throughout the educational experience. The dynamic interchange between faculty and students results in a commitment to and involvement in the development of nursing knowledge and the refinement of nursing theory. Recognizing that the growth process in the student is continuous and that the health needs of society change, the graduate program is flexible and dynamic.

Purposes and Objectives

Master's degree program objectives are formulated on the assumption that graduate education builds upon undergraduate education. Graduate education is an intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing. Graduate education provides further opportunity for the student to think conceptually and to apply theory and research to practice.

The purposes of the master's degree program are to prepare nurses:

- With expertise in a clinical field of nursing
- To function in one of the following areas: administration, education, nursing/health policy planning, clinical specialization
- For leadership roles
- For entry into doctoral study

The objectives of the master's degree program are to prepare graduates who:

- Utilize a nursing theoretical framework as a basis for professional nursing practice
- Generate innovative nursing actions based on theories in nursing and related fields and evaluate nursing actions of self and others
- Incorporate organizational theories and learning theories in the practice of one of the following roles: administration, education, nursing/health policy planning, clinical specialization
- Collaborate with health care providers and consumers to achieve shared health care goals
- Use theory in nursing and related fields and observations in practice to generate hypotheses and conduct nursing research studies
- Analyze factors influencing the health care system and devise strategies for improving delivery of health care

In addition to the knowledge and practice components of the objectives listed above, it is recognized that the behavior of graduates should reflect an internally consistent value system. It is expected that graduates will value scientific inquiry as a basis for professional practice and will seek to increase their contributions to the nursing profession.

The purpose of the doctoral degree program in nursing is to prepare scholars and researchers who will advance nursing science and provide innovative leadership to the profession. The program will prepare graduates who:

- Construct, test and evaluate conceptual models and nursing theories which reflect synthesis, reorganization and expansion of knowledge from nursing and related disciplines
- Evaluate and apply appropriate research designs, measures and statistics to the study of nursing phenomena
- Conceptualize practice phenomena from the perspective of nursing frameworks and theory
- Design, conduct and communicate research relevant to nursing practice
- Facilitate the incorporation of new knowledge into nursing practice
- Initiate, facilitate and participate in collaborative endeavors related to the theoretical, conceptual and practical aspects of health care with clients, nurses and scholars from related disciplines.

Master of Science Curriculum

The nursing program leading to a Master of Science degree is three semesters and a minimester in length and requires the completion of 41 to 45 credits. The two exceptions are the Primary Care Nursing specialties requiring 54 credits and four semesters.

Starting on the first day of matriculation, a maximum of five years is allowed for the completion of graduate degree requirements. This applies to part-time and full-time students.

Areas of Concentration

Each student selects an area of concentration (major) within a clinical practice or a functional role area. The student then chooses a specialty track within the area of concentration. A second track is also selected as all students must have both a clinical and a role track. The areas of concentration and the related tracks are as follows:

CLINICAL PRACTICE AREA	CLINICAL TRACK(S)
Community Health Nursing	Community Health Nursing
Gerontological Nursing	Gerontological Nursing
Maternal-Child Health Nursing	Maternal-Infant Nursing Nursing of Children
Medical-Surgical Nursing	General Medical-Surgical Nursing Trauma/Critical Care Nursing
Primary Care Nursing	Adult Nurse Practitioner in Primary Care Nursing Pediatric Nurse Practitioner in Primary Care Nursing
Psychiatric Nursing	General Psychiatric Nursing



Curriculum Design/Courses

The curriculum design for the Master of Science degree contains the following components:

CORE 10 CREDITS

Core courses are required of all graduate students regardless of the area of concentration.

CLINICAL 6-15 CREDITS

Clinical track courses are required of students in their chosen clinical area (i.e., Community Health, Gerontological, Maternal-Child Health, Medical-Surgical, Primary Care or Psychiatric Nursing). All students take a designated number of clinical courses regardless of whether their area of concentration is in clinical practice or role specialization.

ROLE 6 CREDITS

Functional role track courses are required of students in their chosen functional role track (i.e., Administration of Nursing Service, Teaching in Associate Degree Programs, Teaching in Baccalaureate Programs, Teaching in Staff Development, Nursing Health Policy and Clinical Nurse Specialization). All students take a designated number of these courses regardless of their area of concentration.

RESEARCH/
THESIS OR NONTHESIS 11 CREDITS

Research courses and thesis or nonthesis option credits are required of all graduate nursing students.

SUPPORT 8-12 CREDITS

Support courses vary according to the student's area of concentration. These might include non-nursing courses.

FUNCTIONAL ROLE AREA	ROLE TRACK(S)
Administration	Administration of Nursing Service
Education	Teaching in Associate Degree Programs Teaching in Baccalaureate Degree Programs Teaching in Staff Development
Nursing Health Policy (Any Clinical Area)	*Nursing Health Policy Clinical Nurse Specialization

**Track is open only to those in the same area of concentration.*

Summary of Design

COURSE	CREDITS	
	<i>General Plan</i>	<i>Primary Care</i>
Core	10	10
Clinical	6	15
Role	6	6
Support	8-12	9
Research	5	5
Thesis/Electives	6	6
Elective-Role Prerequisite		3
Total	41-45	54

A typical general recommended program for full-time students and a typical plan for full-time primary care students follow.

General Recommended Program Plan for Full-Time Students

SEMESTER I	CREDITS
NURS 701 Research I	3
NURS 602 Core I	5
Clinical I	2-3
Clinical Support	2-3
	13-14
WINTER SESSION	
Thesis/Elective	2
SEMESTER II	
NURS 702 Research II	2
* NURS 604 Core II	3
Clinical II	3-4
Role Support	3
Role Theory	2-3
	13-14
SEMESTER III	
Thesis/Elective	4
NURS 606 Core III	2
Support	2
Role Practicum	3-4
	11-12
Total	41

*For Administration or Community Health move to first semester.

Primary Care Recommended Program for Full-Time Students

SEMESTER I	CREDITS
NURS 602 Core I	5
NURS 701 Research I	3
NURS 611 Primary Care I	2
Primary Care Support	3
	13
WINTER SESSION	
Thesis/Elective	2
SEMESTER II	
* NURS 604 Core I	3
NURS 606 Core II	2
NURS 702 Research II	2
Primary Care Support	3
Primary Care II	4
	14
SEMESTER III	
Primary Care Support	3
Primary Care III	4
**Role Theory	2-3
Elective	3
	12-13
SEMESTER IV	
NURS 715 Primary Care IV	5
**Role Practicum	3-4
Thesis/Elective	4
	12-13
Total	54

*If Administration role move NURS 604 to first semester; replacing NURS 701 and move NURS 702 to third semester.

**Clinical nurse specialists take role theory and role practicum concurrently.

Thesis/Nonthesis Option

A student may elect either a thesis or a nonthesis option, depending on the nature of the problem to be studied and specific career goals; six credits are required for either option. In addition, all students must successfully pass a written comprehensive examination.

Thesis: Under the guidance of a committee, the student designs, implements and orally defends a research project.

Nonthesis: Under the guidance of the advisor, the student takes six credits of electives and submits one scholarly seminar paper.

Doctor of Philosophy Curriculum

The program of study leading to the Doctor of Philosophy degree includes a minimum of 60 semester credits beyond the master's degree. The curriculum design includes a required core of nursing courses which incorporate the study of man, nursing action, the environments in which nursing is practiced and the principles and methods of scientific inquiry. Throughout the required core courses an integrative focus is maintained whereby theoretical and methodological approaches of the biophysical and behavioral/social sciences are selected and applied from the perspective of nursing. Within the core courses opportunity is provided for students to build upon their educational and experiential backgrounds through a variety of individually selected learning experiences. Elective courses provide additional flexibility to plan a course of study supportive to individual research interests and career goals.

The program design allows students to specialize in either the direct or the indirect sphere of nursing. Depth of knowledge in the specialty area is developed through required coursework and related field experiences, selection of supportive electives, independent study and the dissertation research.

The program design incorporates four major components, totalling 60 credits, as detailed below.

NURSING THEORY 14 CREDITS

This component addresses the theoretical basis for nursing practice and the analysis and development of nursing theory. Included are the study and development of key concepts in nursing, the selection and integration of knowledge from nursing and other disciplines and the study of techniques for constructing nursing theory. A highly individualized field experience provides the opportunity to pursue theoretical aspects of specialized areas of nursing selected by the student.

RESEARCH AND STATISTICS 17 CREDITS

This component addresses the techniques of measurement, design, advanced data analysis and evaluation essential to the conduct of nursing research. Students apply these techniques in developing measurement tools and conducting research projects specific to their own interests. Qualitative and quantitative research methods are addressed. Opportunity is provided for each student to work closely with a faculty member engaged in an ongoing research project.

ELECTIVES 17 CREDITS

This component allows each student to pursue an individualized plan of study supportive to his/her research interests and career goals. A portion of the elective courses is chosen from other disciplines which contribute to the development of nursing knowledge through their theoretical and methodological approaches.

DISSERTATION RESEARCH 12 CREDITS

Each student must complete an independent original research project to be communicated in a written dissertation. The research must address questions of significance to the discipline of nursing.

SUMMARY OF DESIGN	CREDITS
Nursing Theory (required core courses)	14
Research and Statistics (required core courses)	17
Electives	17
Dissertation Research	12
Total	60

In addition to the course requirements, each student must successfully complete the preliminary, comprehensive and final oral examinations. The written preliminary examination, which is taken upon completion of two semesters of full-time study (or the equivalent), tests knowledge in the areas of general nursing theory, analysis and construction of nursing theory and research methodology and statistics. The comprehensive examination is taken upon completion of all required nursing courses and a minimum of 42 credit hours of coursework. The examination has written and oral components and is an integrative experience which allows evaluation of the student's mastery of the chosen area of specialization and of advanced nursing theory, measurement and research. The final oral examination is an oral defense of the completed dissertation.

In accord with Graduate School policy, the student must be admitted to candidacy for the degree of Doctor of Philosophy within five years of matriculation at least one year prior to graduation. The student may apply for admission to candidacy for the doctoral degree following successful completion (with a grade point average of 3.0 or above) of at least 42 credits of coursework, including all required courses; and successful completion of preliminary and comprehensive examinations.

Resources

Over 90 community and health care agencies cooperate with the program in providing sites for clinical and role practicum experiences and for the conduct of research. In some instances, faculty have joint appointments with the school and the agency.

Additional resources are available through the offerings of other schools of the health professions. Non-nursing courses also may be taken on the College Park campus, at the University of Maryland Baltimore County (UMBC) campus or through University College.

In addition to the Health Sciences Library, students have access to the Enoch Pratt Free Library of Baltimore, the Library of Congress in Washington and the National Library of Medicine in Bethesda, Maryland. (See *The School and Its Environment* for descriptions of other facilities and resources.)

Admission

Admission to graduate study at the University of Maryland is the exclusive responsibility of the Graduate School and the Dean for Graduate Studies and Research. Applications to the graduate program in nursing are reviewed by faculty in the student's area of concentration and by the appropriate committee in the School of Nursing. Recommendations for acceptance are then made by the committee to the Dean for Graduate Studies and Research.

Any student who wishes to attend the School of Nursing must apply for admission, submit required credentials, and be accepted for matriculation. Consideration is given to academic work completed in other schools. Personal references are required.

After an applicant has been accepted, a faculty advisor is assigned. The advisor and the student plan a program of study leading to the degree. Course credits are officially accepted for the degree only after the student has matriculated in the School of Nursing.

Senior students in their final semester of work toward a bachelor's degree may be offered provisional admission to the master's degree program pending the receipt of a supplementary transcript recording the satisfactory completion of undergraduate coursework and the awarding of the degree. Likewise students in the final semester of a master's degree program may be offered provisional admission to the doctoral program pending receipt of a final transcript indicating completion of the degree.

Completed records of all previous work must be received within three months following the completion of such study and the awarding of the degree. The student must matriculate within 12 months after notification of admission acceptance. If the student does not acknowledge the acceptance, a new application must be submitted for future enrollment. Admission credentials and application data are retained for one year only.

Admission Requirements

The student's previous academic work, personal qualifications and professional experience are evaluated to determine if prerequisites have been met. Prerequisite courses do not carry credit toward the graduate degree. For admission, the applicant must meet the requirements of both the Graduate School and the nursing program. The nursing program requirements for the master's degree program are:

1. A baccalaureate degree with an upper division nursing major from an NLN-accredited program equivalent to that offered at the University of Maryland.
2. Satisfactory completion of a course in elementary statistics.
3. A photocopy of current licensure for the practice of nursing in one state (or in a foreign country).
4. Official scores on the aptitude portion of the Graduate Record Examination (allow 6 to 8 weeks for receipt of test scores.)
5. Undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.75 and 3.0, provisional acceptance may be considered if the candidate demonstrates graduate study potential by other means.
6. Evidence of personal and professional qualifications from three professional individuals familiar with applicant's academic ability, work experience, professional nursing contributions and potential to achieve in graduate school. Suggested sources for recommendations include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses.
7. Personal interviews are required for Primary Care Nursing and are encouraged by all specialty areas.
8. Clinical nursing experience is required for the following areas of concentration: Administration, Education or Nursing Health Policy—one year full-time; Community Health track if area of concentration is a role area—one year in a community health setting; Maternal-Child Health track—one year in a maternity/pediatric setting; Psychiatric track—one year in a psychiatric setting; and Primary Care—two years full-time. (Applicants with somewhat less experience may be accepted as part-time students if full-time work experience is being pursued.)

9. Completion of an approved physical assessment course is required for Gerontological, General Medical-Surgical, Trauma/Critical Care, Primary Care and highly recommended for Maternal-Child Health tracks.
10. A strong background in or recent review of physiology/pathophysiology is highly recommended for Gerontological, Maternal-Child, Medical-Surgical, Trauma/Critical Care and Primary Care tracks.

The nursing program requirements for the doctoral degree program are:

1. A master's degree with a major in nursing from a program accredited by the National League for Nursing.
2. At least one graduate-level course in research and inferential statistics (minimum 3 semester credits).
3. A cumulative grade point average of 3.0 on a 4.0 scale for all previous coursework (all baccalaureate, master's and subsequent coursework).
4. Satisfactory scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test.
5. License to practice professional nursing in at least one state (or in a foreign country).
6. Evidence of personal and professional qualifications from at least three professionals familiar with the applicant's ability, work experience, contributions to nursing and potential to succeed in the doctoral program.
7. A personal interview.

It is highly recommended that prior to matriculation in the doctoral program the applicant will have completed graduate-level courses in organizational theory and analysis of the health care system and will have completed one research study (master's thesis or other individual or group research project). Postbaccalaureate work experience as a registered nurse would enhance progression through the program of study.

A limited number of students can be admitted to the program each year; therefore, admission is highly selective.

A written offer of admission from the Graduate School will be sent to an applicant who is recommended by the Doctoral Program Committee. The offer will specify the time of entrance which will normally coincide with the requested starting time. Upon acceptance by the Graduate School, the applicant should reconfirm enrollment intentions by writing to the nursing program. If the applicant is unable to enroll at the expected date, a written request for a postponement of the admission date is made through the School of Nursing. The offer of admission lapses after one year and a new application and fee must be submitted to be reconsidered for admission.

The current offer of admission from the Graduate School is used as a permit to register. Permanent identification as a graduate student will be issued at the time of first registration.

Admission Procedure: Admission forms should be obtained from the Graduate School, University of Maryland, 660 West Redwood St., Baltimore, MD 21201.

1. An application fee of \$20.00 must accompany the application for admission. This fee is not refundable under any circumstance, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.
2. The following materials should be returned directly to the Graduate School, University of Maryland, 660 West Redwood St., Baltimore, MD 21201:
 - a. Two copies of the application for admission to the Graduate School.

- b. Application fee.
- c. Two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma coursework are also required.
- d. Letters of reference from three professionals who know the candidate's qualifications.
- e. Official record of the results of: the Miller Analogies Test (test available through testing services of most colleges and universities) for doctoral program; and the aptitude portion of the Graduate Record Examination (write to Graduate Record Examination, Educational Testing Service, Princeton, NJ 08540 for details).
- 3. Applications and supporting documents for the master's degree program must be received by July 1 for the fall semester, by December 1 for the winter session and the spring semester and by May 15 for the summer session.
- 4. Applications for admission to the doctoral program are reviewed twice a year. Applications and supporting documents (including GRE scores, MAT scores, references and transcripts) for the doctoral program must be received by November 1 for the fall review and by March 1 for the spring review. It is the doctoral nursing program policy to admit students only in the fall semester.

Categories of Admission: Applicants are offered admission to the Graduate School in any of the following categories.

- 1. Full graduate status: applicant meets all requirements.
- 2. Provisional graduate status: applicant does not meet all of the academic requirements for full admission, but in the opinion of the Graduate School and the Graduate Program Committee, demonstrates potential for graduate study. To qualify for continued enrollment the student admitted provisionally must achieve a B grade or above in every course during the first semester of full-time study (the first 12 credits for part-time students). Full status will be granted, upon attainment of a B grade or better in every course in the first semester of full-time study (minimum of 9 credits) or in the first 12 credits of part-time study.
- 3. Provisional admission with additional specified departmental requirements: full graduate status will be granted upon attainment of the program's specified requirements.
- 4. Incomplete admission: information on the applicant is incomplete; admission status will be determined on receipt of the completed information.
- 5. Nondegree graduate status: applicant may enroll on a "coursework only" basis for a specified period of time if the applicant's record meets Graduate School standards. If a nondegree student subsequently wishes to enter the degree program, reapplication is necessary. Consideration may be given at a later date to the application of credits earned toward a degree program while in this status, but there is no assurance that such requests will be granted. If granted, a maximum of six credits may be transferred.

Admission is granted by the dean for graduate studies and research and is confirmed by enrollment in the term for which admission is approved.

Part-Time Study

Students eligible for admission, but who are able to devote only a portion of their time to graduate study, are subject to the same privileges and matriculation requirements as full-time students. Part-time students are urged to assume responsibility for program planning with an advisor. In the doctoral program, part-time study is available; however, full-time enrollment at the University of Maryland is required during two consecutive semesters.

A graduate student who is in good standing at another institution may apply to enroll for a single course or summer session (see Categories of Admission in the Graduate School catalogue).

Foreign Students

Students from foreign countries who show evidence of education equivalent to a baccalaureate degree in nursing may be considered for admission to the master's degree program. Likewise those with education equivalent to a master's degree in nursing may be eligible for admission to the doctoral degree program. All applicants who are not citizens of the United States are classified as foreign students for admission purposes (see the Graduate School catalogue for further information).

Graduate Student Organizations

Graduates in Nursing (GIN) is an organization of all the students in the graduate program in the School of Nursing. The purposes of the organization are to foster unity among graduate students; to aid in the pursuit of individual, institutional and professional goals; and to enhance communication among students, faculty and the community. Student representatives function in a liaison capacity by serving on various school and university committees. GIN serves the graduate student body through orientation programs, a monthly newsletter, education and social functions and the establishment of ad hoc committees when student, faculty and community needs arise.

As a focal point for graduate student awareness, the UMAB Graduate Student Asso-

ciation (GSA) is comprised of one representative from each department on campus that offers a graduate degree. Its main purpose is to promote a better graduate student life by providing efficient orientation of new students, communicating research interests across departmental lines and providing a channel for the communication of graduate student concerns to the dean for graduate studies and research and to the Graduate Council. The Graduate Student Association chooses one of its own members each year to serve as a voting member of the Graduate Council and also elects representatives to the UMAB Senate.

Employment Opportunities

Graduates of the master's degree program of the University of Maryland have a variety of employment opportunities. Surveys of recent graduates indicate 100% employment. Approximately 60% of these graduates are employed in hospitals, 30% as faculty in schools of nursing and 10% in other areas including nursing homes, community mental health and public health clinics. Salaries vary with the type of position, the setting, the geographical areas and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, D.C., area for new master's graduates range from \$24,000 to \$32,000 per year.

Doctorally prepared nurses are in great demand throughout the nation as administrators, faculty and researchers. Salaries vary with the particular position, the geographical area and the individual background of the candidate but range from \$30,000 to \$45,000 per year.



Graduate Courses

NURS 602 Conceptual Framework for Nursing Practice (5). An introduction to the articulation of a philosophy of nursing to a conceptual framework for nursing practice. Our philosophy states that the personal, cognitive and physical expressions of health interact throughout life and unfold in dynamic interplay with the environment. The two-credit theory session each week is a coordinated approach by representative departmental faculty in which the study of scientific concepts which influence man's expressions of health is emphasized. The other three credits provide a departmentally supervised clinical practicum with emphasis on assessment and on evaluation of nursing interventions or regulatory processes. (Kreider and Faculty)

NURS 603 Evaluation of Patient Care: A Clinical Perspective (3). An opportunity for students to synthesize a framework for evaluating health and nursing care. Emphasis is on the analysis of structure, process and outcomes of nursing care in terms of the personal, physical and cognitive expressions of health. It is designed to supplement the core courses as well as other clinical courses by presenting quality assurance methods, criteria and standards. Prerequisites: NURS 602 and 701 or permission of instructor. (Walker)

NURS 604 Organizational Behavior and Role Fulfillment (3). An exploration and analysis of commonalities inherent in nursing practice in various roles. Content from systems, role, organizational behavior, consultation, learning and change theories provides the basis for synthesis into a conceptual framework of practice in teaching, clinical practice and administration. (Faculty)

NURS 606 Influential Forces, Health Care and Health Care Systems (2). The identification and analysis of the economic, social, political and educational forces which influence the health of man, affect the health care delivery system and produce changes in nursing. (Faculty)

NURS 607 Alcoholism and Family Systems (3). The theory content and clinical practicum of this course are designed for the study of alcoholism and the concomitant family patterns of organization. The course emphasizes the use of regulatory processes for the restoration of optimal balance within the family and between the family and its environment, the recruitment of family members into treatment and the prevention of illness among vulnerable family members. (Eells)

NURS 608 Special Problems in Nursing (1-3). Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature. Registration upon consent of advisor. Students may register for one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 611 Introduction to Primary Care Nursing (2). Emphasizes the development of the expanded nursing role and builds on assessment skills and on knowledge acquired in NURS 602. It provides opportunity to collect and analyze data with a variety of skills and techniques that expand the nursing process for the health of adults. Prerequisite or concurrent: NURS 602, NPHY 600. (Faculty)

NURS 613 Clinical Diagnosis and Management I (4). Prepares the student to function at a beginning level as a nurse practitioner in an ambulatory setting. This is the first of two sequential courses which focus on different sets of health problems. The student applies the nursing process through diagnosis, developing plans of care and implementing nursing strategies to promote personal, cognitive and physical health of clients with common health problems. Prerequisites: NURS 611, NPHY 600. Open to majors only. (Faculty)

NURS 614 Clinical Diagnosis and Management II (4). Prepares the student to function as a nurse practitioner in an ambulatory setting with clients who have complex health problems. This is the second of two sequential courses which apply the nursing process through communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care and implementing nursing strategies to promote personal, cognitive and physical health of clients. Prerequisite: NURS 613. Open to majors only. (Faculty)

NURS 615 Advanced Primary Health Care (5). An intensive applied clinical experience and seminar sessions designed to assist the student in analyzing multiple variables in health and disease and, through a problem-solving approach, in determining an optimal plan in relation to both short- and long-term goals. The emphasis is on increased independence and decisionmaking in an interprofessional environment. Prerequisite: NURS 614. Open to majors only. (Faculty)

NURS 618 Special Problems in Primary Care (1-6). An independent study experience which allows students in the primary care department to develop special competencies or obtain in-depth clinical experience. Students outside the department may elect this experience to study selected concepts relating to primary care nursing. Registration upon consent of advisor. Students may register for varying units of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 621 Medical-Surgical Nursing I (2). The first level Medical-Surgical Nursing course focuses on systematic exploration of concepts that are particularly pertinent to adult clients with physical alterations. The concepts are developed within the graduate program framework; interrelationships among concepts are determined and clinical implications are considered. Values, beliefs and attitudes about nursing, health, and illness are explored. Prerequisite or concurrent: NURS 602 and NPHY 600. (Faculty)

NURS 622 Medical-Surgical Nursing II (4). Building on NURS 602 and 621, this course focuses on the articulation of selected concepts with the development, implementation and evaluation of regulatory processes from the perspective framework. The practicum gives students an opportunity to test the presented theory within a clinical perspective, to strengthen and extend previously acquired knowledge and skill and to progress toward attainment of individual clinical goals. Prerequisite: NURS 621. (Faculty)

NURS 623 Trauma/Critical Care Nursing I (2). This first-level course focuses on the exploration and application of the graduate nursing program framework as a basis for trauma/critical care nursing practice. Alterations and interrelationships of selected concepts are considered in conjunction with appropriate regulatory processes. Clinical applications and research implications are discussed with consideration of the critical care environment and specific patient characteristics. Prerequisite or concurrent NURS 602, NPHY 600 (Faculty)

NURS 624 Trauma/Critical Care Nursing II (4). This second-level course continues to examine the theory and practice of trauma/critical care nursing within the graduate nursing framework. The course includes a clinical practicum which offers the opportunity to test course theory, expand collaborative and advanced nursing skills and progress toward achievement of individual professional goals. Prerequisites: NURS 623 and NPHY 620 or instructor permission. (Faculty)

NURS 625 Introduction to Gerontological Nursing (2). Traces, via an historical perspective, the beginnings of the science of gerontology and gerontological nursing. The focus is on implications for nursing in regard to the myths and misconceptions, current health care problems and the influence societal thinking has had on attitudes and interests regarding the elderly. Prerequisite: NURS 602 (Stilwell and Faculty)

NURS 626 Processes of Aging: Implications for Nursing Care (4). An in-depth analysis of specific concepts related to the cognitive, physical and psychosocial health care problems of the aged. The emphasis in exploring these concepts is on assessment methodologies and nursing care strategies which are designed to assist the aged person to cope with alterations in the expressions of health related to the aging process and, where possible, to prevent the occurrence of alterations in health. (Stilwell and Faculty)

NURS 628 Special Problems in Medical-Surgical Nursing (1-3). Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special topics or topics of an interdepartmental nature within the broad category of medical-surgical nursing. Registration upon consent of advisor. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 631 Maternal and Infant Nursing I (2). First of a two-semester sequence. A conceptual approach which focuses on extensive understanding of nursing in society's total program of maternal health services with emphasis on increased practitioner skills for independent and collaborative components of professional nursing of mothers and infants. Prerequisite: NURS 602. (Faculty)

NURS 632 Maternal and Infant Nursing II (4). Focuses on extensive knowledge and understanding of maternal care and on gaining increased collaborative and practitioner skills in professional nursing within interdisciplinary health agencies and institutions. Second semester of a two-semester sequence. Prerequisites: NURS 602 and NURS 631. (Faculty)



NURS 638 Special Problems in Maternity Nursing (1-3). Provides for alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of maternity nursing. Registration upon consent of advisors. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 641 Nursing of Children I (2). First semester of a two-semester sequence. Focuses on extensive knowledge and understanding of nursing in society's total program of child health services and on gaining increased practitioner skills in professional nursing of children. Prerequisite: NURS 602. (Faculty)

NURS 642 Nursing of Children II (4). Focuses on extensive knowledge and understanding in society's total program of child health services and in gaining increased collaborative and practitioner skills in professional nursing of children. Second semester of a two-semester sequence. Prerequisite: NURS 602 and NURS 641. (Faculty)

NURS 648 Special Problems in Nursing of Children (1-3). Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of nursing of children. Registration upon consent of advisor. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 650 Foundations for Psychiatric Nursing I (2). First half of a two-semester course which provides graduate students in psychiatric nursing with a theoretical basis for clinical practice, an overview of multiple schools of psychotherapy and a matrix within which to integrate concepts for Core I (NURS

602) which are particularly relevant to psychiatric nursing. The course content encourages the student to view the client developmentally in order to assess his/her or the family's problem(s) and to choose therapeutic interventions that are grounded either in theory or in knowledge generated from empirically tested data. Offered fall semester. (Faculty)

NURS 651 Individual Therapy (3). Individual therapy builds upon the interpersonal and analytic skill developed in the clinical portion of NURS 602. This course examines specific types of ineffective social behaviors as well as personality disturbances and their treatment within the contexts of psychiatric and nursing literature. (Robinson)

NURS 652 Group Theory and Practice I (3). Provides the basis for a conceptual framework in group psychotherapy. Emphasis is placed on the application of theory to group practice. Included is the study of the therapist's role in the development of technical and communication skills in group work. Each student is required to co-lead a group approved by the faculty. (Faculty)

NURS 653 Group Theory and Practice II (3). Designed to further develop the student's theoretical and clinical expertise in group work and group psychotherapy. Emphasis is placed on the role of the therapist in the integration and utilization of theoretical concepts to clinical group practice and in developing skills in supervision. Specialized group therapy techniques and research as related to group practice are reviewed. Each student is required to co-lead a group approved by the faculty. Prerequisite: NURS 652. (Faculty)

NURS 654 Liaison Nursing I (3). Students gain skills in therapeutic interaction with hospitalized, physically ill patients based upon their assessment of the patient's psychological needs and an evaluation of appropriate vehicles for their gratification. Goals are established which take into consideration physiological versus psychological priorities, assigning weights in terms of immediacy of need. The hospital is viewed as a social system, and means of interacting effectively in it are explored. Offered fall semester (Robinson)

NURS 674 Community Health Nursing within the Health Care System (2). Focuses on the relationship between the health level of the community and the organization of the health care system. Social and political forces and major public policies that are shaping the organization and delivery of community health nursing services will be analyzed. An examination of theory, research, governmental and other professional documents will provide the basis for discussion as to how effective and efficient services can be achieved. Various systems of health care organization will be compared in terms of health level, structure and reimbursement mechanisms. Open to non-nursing majors with permission of instructor. Offered spring semester. (Ruth)

NURS 675 Community Health Nursing III (2). A required third-level departmental course for students whose area of concentration is community health nursing. It is given concurrently with the practicum in role preparation. While the emphasis is upon intervention strategies and regulatory processes in community health nursing, content related to public health administration is discussed and includes areas such as reimbursement mechanisms, legislation and regulation and standards of practice. Students will plan, implement and evaluate a health program of primary prevention in their selected communities. Prerequisites or concurrent: NURS 604 and NURS 673. Offered fall semester. (Strasser)

NURS 676 Community Health Groups: Leadership Strategies (2). The theory content and practicum of this course offer learning experiences particularly pertinent and applicable to working with well families and health-oriented community groups. The course is designed to provide graduate students in community health nursing and other specialty areas an opportunity to gain additional skills in the use of group leadership strategies to bring about change toward defined goals and objectives. Prerequisite: Basic course in group dynamics; permission of instructor. Open to non-nursing majors. Offered spring semester. (Strasser)

NURS 678 Special Problems in Community Health Nursing (1-3). Provides alternative learning experiences: independent study; development of specific clinical competencies; classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of community health nursing. Registration by consent of advisor. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 680 Curriculum and Instruction in Nursing Education (3). Combines the elements of the curriculum process with instructional principles and methodologies through both faculty- and student-conducted seminars. It is designed to assist the student in the understanding and application of the foundations and methods of curriculum development. Prerequisite or concurrent: NURS 604. (Faculty)

NURS 682 Practicum in Teaching in Nursing (3). Experience in clinical and classroom settings promotes the opportunity for development and increased skill in the total teaching/learning process. An analytical approach to teaching effectiveness is emphasized. Placement in junior colleges, baccalaureate programs or in-service settings is arranged according to track selected. Prerequisite: NURS 604 and two semesters of clinical coursework. Prerequisite or concurrent: NURS 680. (Faculty)

NURS 683 Practicum for Clinical Specialist in Nursing (4). Supervised experience is provided by each clinical department which will prepare the graduate student to function in the role of clinical specialist. Placement may be in community or home settings, chronic and long-term care facilities as well as intensive care units. Prerequisite: Two semesters of clinical coursework. Prerequisite or concurrent: NURS 684. (Faculty)

NURS 684 Seminar in Nursing—Clinical Specialization (2). Focuses on increasing organizational behaviors to function effectively as clinical nurse specialists. Particular attention is given to improving the delivery of health care to consumers through consultation, teaching, research and clinical practice in medical-surgical, maternal-child health, psychiatric, gerontological and community health nursing. Prerequisite or concurrent: NURS 604. (Faculty)

NURS 685 Instructional Skills (3). This course, conducted by means of microteaching lab, fosters the development and analysis of selected teaching skills directed at predetermined levels of functioning in the cognitive, affective and psychomotor domains. Prerequisite: NURS 604 and two semesters of clinical coursework. Prerequisite or concurrent: NURS 680. (Heller)



NURS 688 Special Problems in Nursing Education (1-3). The major objectives of this independent study experience are to develop further competencies in the area of teaching. Registration upon consent of advisor. Student may register for one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 689 Special Problems in Clinical Specialization (1-3). The major objectives of this independent study experience are to develop further competencies in the areas of clinical specialization. Registration upon consent of advisor. Students may register for one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 690 Managerial Health Finance (3).

Focuses on the role and responsibility of the administrator in fiscal management of health care institutions in both the public and private sectors. Training is provided in resource management and accountability. Conceptual and practical issues related to health care economics, financial management and budget preparation will be stressed. Prerequisite: NURS 604. (Faculty)

NURS 692 Administration of Nursing Service (2).

Examination and application of administrative processes employed in nursing service settings. The independent and interdependent functions of nurse administrators in an organization, at various levels of decision making, are identified and analyzed. Prerequisite: NURS 604. (Faculty)

NURS 693 Practicum in Nursing Service Administration (4).

Field placements provide for synthesis of learning through observation of and participation in administrative activities. Placements are arranged to support skill development in keeping with the student's career goals. Regular conferences with university instructors and field preceptor enrich the student's learning opportunity. Prerequisite: NURS 692. (Faculty)

NURS 696 Cases and Concepts in Nursing Administration (2).

This second-level course is required for students whose major area of concentration is Administration of Nursing Service and is an elective open to all other students. The course focuses on administrative cases and is designed to assist the student in exploring administrative concepts and analyzing administrative situations. Prerequisite: NURS 604. (Faculty)

NURS 697 Nursing and Health Policy (2).

Focuses on formulation and implementation of health policy viewed from an historical perspective and on examination of selected current issues. Attention will be given to the role of nurses in influencing policy decisions. Prerequisite POSI 601. Open to majors only. (Faculty)

NURS 698 Special Problems in Nursing Administration (1-3).

The major objective of this independent study experience is to develop further competencies in the area of administration. Registration by consent of advisor. Student may register for one to three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 699 Practicum in Nursing and Health Policy (4).

This course is the last in the nursing health policy major. Practical experience in selected agencies will reinforce and enhance analytic skills needed in policy formulation and implementation. Placement will be in accord with students' special interests in the nursing health field. Prerequisite: NURS 697. (Faculty)

NURS 701 Research Methods and Materials in Nursing (3).

One four-hour lecture/lab a week. Includes basic understandings of the philosophy of research, the nature of scientific thinking and methods of research study. Prerequisite: Basic statistics. (Faculty)

NURS 702 Application of Inferential Statistics to Nursing Research Designs (2).

Emphasizes the requirements and interpretation of inferential procedures widely used in nursing research designs. Statistical computer programs are utilized with actual nursing data. Selection of the most appropriate procedure is stressed. Data analyses, including bivariate correlation, partial correlation, one-way ANOVA, ANCOVA, multiple regression and various nonparametric analyses are studied. Instrument reliability is computed and an overview of other procedures is presented. A pragmatic rather than mathematical approach is used. A three-hour session each week combines lecture and lab. Prerequisite: NURS 701. (Faculty)

NURS 704 Program Evaluation in Nursing (3). This elective course introduces students to various models and approaches available for the evaluation of nursing programs in both educational and service settings. Class discussions focus on the components of various models, their relative strengths and weaknesses and their utility for the evaluation of nursing programs. Opportunities to assess program evaluation efforts in nursing are also provided. Prerequisite: Permission of instructor. (Waltz)

NURS 708 Special Problems in Nursing Research (1-3). The major objective of this independent study experience is to develop further research competencies. Registration upon consent of instructor. Variable amounts of credit ranging from one to three per semester may be taken with a maximum of six credits per degree. (Faculty)

NURS 710 Health Supervision of the Well Child I (3). The first of two sequential courses which focus on health promotion and health maintenance for children, this course deals primarily with the health needs of children during the first five years of life. The student will function at a beginning level as a nurse practitioner in an ambulatory setting. Emphasis is placed on application of the nursing process: assessing the physical, personal and cognitive expressions of health of well children during the first five years of life within the context of their family environments; developing plans of care based on knowledge of the cultural patterns of the family and of the predominant pattern of organization of the child's expressions of health, implementing and evaluating nursing strategies to promote health and development. Prerequisite: NURS 602, NURS 611 or permission of instructor. (Faculty)

NURS 711 Health Supervision of the Well Child II (3). This is the second of two sequential courses which apply the conceptual framework of the graduate program and the nursing process through communication and assessment skills, developing plans of care, implementing and evaluating the use of selected regulatory processes to promote the

personal, cognitive and physical health of children. The course focuses on the health needs of school-age children and adolescents. Normal growth and development are emphasized. Prerequisite: NURS 710 or permission of instructor. (Faculty)

NURS 713 Common Health Problems of Children I (4). This is the first of two sequential courses which focus on selected health problems of children frequently encountered in ambulatory settings and the underlying alterations in health equilibrium. Emphasis is placed on problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention. Prerequisite: NURS 602, NURS 611 or permission of instructor. (Faculty)

NURS 714 Common Health Problems of Children II (4). The focus of this second of two sequential courses is selected health care problems of children and the underlying alterations in health. The problems considered will be of a more complex nature. Problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention are emphasized. Prerequisite: NURS 713 or permission of instructor. (Faculty)

NURS 715 Advanced Primary Care of Children (5). Designed to assist the student to integrate and synthesize the material from all coursework, material previously learned and some new concepts relevant to the pediatric nurse practitioner in primary care. Clinical experiences require that the student assume a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team. Prerequisites: NURS 711 and NURS 714. (Faculty)

NURS 721 Psychophysiological Interventions in Nursing (3). An overview of the psychophysiological interrelationships commonly seen in patients manifesting symptomatology such as hypertension, low back pain, headaches and arthritis. Psychophysiological models unique to advanced nursing assessment and intervention within a family systems framework are examined, practiced and applied to actual client situations. Prerequisite: NURS 602 (Thomas)

NURS 750 Foundations for Psychiatric Nursing II (2). This second half of a two-semester course provides graduate students in psychiatric nursing with a theoretical basis for clinical practice, an overview of multiple schools of psychotherapy and a matrix within which to integrate concepts for Core I which are particularly relevant to psychiatric nursing. The course content encourages the student to view the client developmentally in order to assess his/her or the family's problem(s) and to choose therapeutic interventions that are grounded either in theory or in knowledge generated from empirically tested data. Offered spring semester. (Faculty)

NURS 754 Liaison Nursing II (3). The second-level course in psychiatric liaison nursing presents material relevant to specific patient populations which are targeted by the liaison practitioner. In the latter half of the course, the student begins to explore those issues involved in working with nursing staff, rather than directly with patients to meet the latter's psychological needs. In addition, liaison research projects that were identified in the first-level course will be further developed to meet seminar paper or thesis requirements. Prerequisite: NURS 654. (Robinson)

NURS 755 Families in Trauma/Critical Care Settings (3). Introduces students to the system theory orientation for understanding human functioning as well as to the application of this orientation to personal, patient/family and critical care delivery systems. The family is the unit of study and the personal expression of health is emphasized. The course includes a seminar focused on defining systems theory

and its application to issues and situations in trauma/critical care nursing and supervised clinical work with patients/families. Prerequisites: NURS 602 and permission of instructor. (Faculty)

NURS 770 Strategies for Legal-Ethical Dilemmas in Nursing (2). Designed to explore and analyze legal and ethical dimensions of nursing interventions with the context of selected professional issues such as autonomy, privacy, justice, power, responsibility, self-regulation, confidentiality, use of human subjects and informed consent. The process of identifying issues, taking and supporting positions and selecting effective nursing strategies will be stressed. The interface of law, ethics and nursing is the primary focus of the course. Prerequisite: NURS 602 or permission of instructor. (Faculty)

NURS 799 Master's Thesis Research (1-6). (Faculty)

NURS 801 Conceptual Basis for Nursing (2). Provides experience in conceptualizing health-related behavior as an initial step in nursing research. Biological, psychological, cognitive and social dimensions of selected concepts relevant to nursing practice are examined theoretically and operationally. The interrelatedness of these dimensions is viewed as constituting a major focus in the study of man from a nursing perspective. (Kreider and Faculty)

NURS 802 Analysis of Direct Nursing Action (4). Clinical settings will be utilized for the examination of client states and nursing actions. From a theoretical perspective students will develop and implement a plan for study of nursing actions and the client states which are stimuli for and responses to nursing actions. Prerequisite: NURS 801 (Kreider and Faculty)

NURS 803 Conceptualization of Nursing Systems (2). An overview of the social, political and organizational contexts within which nursing is practiced and taught. Includes an introduction to and comparison of organizational and systems theories, and consideration of organizational problems of particular importance to the practice and teaching of nursing. (Jacox)

NURS 804 Analysis of Indirect Nursing Action (4). The processes by which national health and nursing policies are determined and organizational problems of particular importance to the practice and teaching of nursing are analyzed. Emphasis is placed on factors which influence the acquisition and use of nursing resources, the regulation of nursing practice, authority and decision making and conflict management in organizations. Prerequisite: NURS 803. (Jacox)

NURS 805 Analysis and Development of Nursing Theory (4). Philosophical bases for nursing theory are analyzed and several meta-theoretical approaches to theory development are studied. Extant nursing theories are analyzed, compared and evaluated. Prerequisite: NURS 602 or equivalent. (Lenz and Suppe)

NURS 806 Seminar in Nursing Science (2). Philosophical, theoretical and professional issues to be considered in discovering and verifying nursing knowledge are addressed. Approaches to theory development in nursing are examined and applied. Prerequisite: NURS 805. (Lenz and Suppe)

NURS 811 Measurement of Nursing Phenomena (3). The theoretical basis of measurement will be presented as a foundation for the development and evaluation of measurement tools for use in nursing research. Types of measures, techniques of construction, the statistical analysis of reliability and validity and strengths and limitations for use of selected measures in nursing research will be presented. Nursing research studies will be evaluated relative to measurement theory. Tools and procedures, including those used to measure affective, cognitive, behavioral and

physiological aspects of selected concepts, will be evaluated. Prerequisites: NURS 702, NURS 813 or equivalent. (Waltz)

NURS 812 Seminar in Nursing Measurement (3). The theoretical basis of measurement will be applied in a highly individualized experience in the development and testing of an instrument to measure a selected concept of relevance in nursing research. The seminar will provide the opportunity for discussion of problems, issues and strategies involved in tool construction and validation and for the sharing of experiences. Prerequisites: NURS 811 and NURS 813. (Waltz)

NURS 813 Design of Nursing Research (3). The emphasis in this course is on the acquisition of methods and techniques for extending the scientific base of knowledge for nursing practice. Research studies, taken from the health care literature, which address questions of impact to nursing will serve as foci for discussion throughout the term. Research designs and related statistical procedures will be examined in terms of their appropriateness for addressing various nursing problems. Small-scale research projects will be carried out in order to facilitate acquisition of desired skills. (Wolfe and Prescott)

NURS 815 Advanced Seminar in Nursing Research (3). Emphasis is on use of qualitative research methods and pre- and quasi-experimental designs and related statistical procedures for the study of nursing problems. Included are evaluation research strategies, issues of research control in field settings and major sampling procedures. Prerequisites or concurrent: NURS 813, COMP 601 or equivalent. (Prescott)

NURS 818 Special Topics in Nursing Research (1-3). A directed individually planned research experience which provides doctoral students the opportunity to work collaboratively with a faculty member on an ongoing research project. Specific requirements and credit are determined by contractual agreement; repeatable to a maximum of six credits. (Faculty)

NURS 888 Special Problems in Direct Nursing (1-3). Students select a topic of particular professional interest within the sphere of direct nursing, to be studied with a graduate faculty member with special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable to a maximum of six credits. (Faculty)

NURS 898 Special Problems in Indirect Nursing (1-3). Students select a topic of professional interest within the sphere of indirect nursing, to be studied with a graduate faculty member with special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable to a maximum of six credits. (Faculty)

NURS 899 Doctoral Dissertation Research (1-12). Variable credit. (Faculty)

NPHY 600 Human Physiology and Pathophysiology (3). Focuses on the study of selected areas in normal human physiology and pathophysiology. Emphasis is placed on the analysis of normal function using a problem-solving process. Major regulating and

integrative mechanisms and examples of non-optimal to pathological function are elaborated to elucidate a conceptual approach to the physiologic basis of nursing practice. The course builds upon a basic knowledge of physiology. (Faculty)

NPHY 608 Topics in Physiology: Reproduction and Neonatal Physiology (2). Builds upon the concepts developed in NPHY 600 to provide more extensive knowledge of human reproduction and the physiologic function of the newborn infant. Selected examples of pathophysiology will also be presented. The focus is upon developing a scientific client assessment of needs and selecting regulatory processes for the care of clients with complex physical needs. Concepts addressed include: reproduction, growth, oxygenation, circulation, motion, motility and elimination. (Faculty)

NPHY 610 Methods and Principles of Applied Physiology (3). Designed to provide the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific pathos principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 600 (Faculty)

NPHY 620 Physiological Alterations in the Critically Ill Patient (3). Includes lectures defining and describing alterations in the physiological processes commonly seen in trauma/critically ill patients and application of this theory base through supervised clinical experience in a trauma/critical care unit. The course is designed to enhance the student's assessment skills and knowledge base of pathophysiological findings. The patient is the unit of analysis and the physical expression of health is emphasized. Prerequisites: NPHY 600 and NURS 602. (Faculty)

CONTINUING EDUCATION PROGRAM

The Continuing Education Program is designed to facilitate the lifelong learning process of individual nurses and provides an essential bridge between the School of Nursing and the nursing community in Maryland. The program offers national, regional and local workshops, short courses and seminars which build upon the basic preparation of the registered nurse and enhance or update knowledge and professional competence in the delivery of health services. As a result of the expanding decision making responsibilities now confronting nurses, the program provides for opportunities to learn about new concepts in professional nursing and brings participants into dialogue with colleagues in the nursing profession as well as experts in related fields. The program also provides in-house educational offerings and consultation to health care agencies in the state. Such offerings are designed to meet specific agency needs.

Activities are coordinated with other professional groups, institutions and health-related agencies in the state to encourage cooperative planning and interprofessional programming.

The School of Nursing Committee for Continuing Education serves in an advisory capacity for program development and evaluation. Faculty members participate in planning for and teaching in specific offerings and serve as consultants as appropriate.



Appropriate continuing education units (CEUs), based upon guidelines and criteria established by the National Task Force on the Continuing Education Unit, are awarded to participants completing offerings sponsored or co-sponsored by the School of Nursing.



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*Part-time appointment.

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- McGurn, Wealtha C.**, Associate Professor of Primary Care Nursing (Graduate Program),* B.S.N., University of Vermont, 1961; M.S., University of Pennsylvania, 1965; M.A., 1971; Ph.D., 1976; (RN).
- McMullen, Patricia C.**, Instructor of Nursing (Maternal-Child Nursing), B.S.N., University of Maryland, 1975; M.S., 1981; (RN).
- Madison, Ann**, Assistant Dean for Academic Services and Associate Professor, B.S., University of Maryland, 1962; M.S., University of Pennsylvania, 1964; Ph.D., University of Maryland, 1973; (RN).
- Marsiglia, Diane**, Instructor (Pediatric Nursing), B.S., University of Maryland, 1976; M.S., 1984; (RN).
- Mason, Paula**, Instructor of Trauma/Critical Care Nursing (Graduate Program), B.S.N., Catholic University of America, 1974; M.S., University of Maryland, 1980; (RN).
- Maurer, Frances**, Instructor of Nursing (Medical-Surgical Nursing) B.S., California State University, 1977; M.S., University of Maryland, 1979; (RN).
- Mazzocco, Gail**, Instructor (Medical-Surgical Nursing), B.S., University of Maryland, 1972; M.S., 1974; (RN).
- Melcolm, Norma J.**, Assistant Professor of Nursing (Medical and Surgical Nursing), B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1969; Ph.D., 1983; (RN).
- Miller, Cynthia**, Instructor (Medical-Surgical Nursing), B.S., University of Maryland, 1976; M.S., 1981; (RN).
- Miller, Patricia**, Instructor of Nursing (Medical-Surgical Nursing) B.S., Loyola College, 1974; B.S., Johns Hopkins University, 1977; M.S., University of Maryland, 1979; (RN).
- Montana, Joanne D.**, Instructor of Nursing (Pediatric Nursing) B.S.N., University of Pittsburgh, 1973; Catholic University of America, 1980; (RN).
- Morgan, Ann**, Assistant Professor of Nursing (Psychiatric Nursing) B.S.N., Catholic University of America, 1960; M.S.N., 1971; (RN).
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- Murphy, Kathleen**, Instructor (Pediatric Nursing) B.S., University of Maryland, 1973; M.S., 1982; (RN).
- Neal, Margaret T.**, Assistant Professor of Nursing (Psychiatric Nursing), B.S., Southern Missionary College, 1965; M.S.N., Catholic University of America, 1970; (RN).
- Niklewski, Roberta**, Assistant Professor of Nursing (Psychiatric Nursing), B.S.N., St. Joseph College, 1972; M.S.N., University of Maryland, 1975; (RN).

- O'Mara, Ann M., Assistant Professor of Nursing (Medical-Surgical Nursing), B.S.N., State University of New York, 1972; M.S.N., Catholic University of America, 1977; (RN).
- Palmer, Mary H., Instructor of Gerontological Nursing (Graduate Program), B.S.N., University of Maryland, 1975; M.S., 1982; (RN).
- Panzarine, Susan, Clinical Assistant Professor (Psychiatric Mental Health Nursing), B.S., Cornell University, 1973; M.S., University of Rochester, 1977; Ph.D., University of Utah, 1983; (RN).
- Papa, Patricia, Instructor (Pediatric Nursing), B.S.N., Catholic University of America, 1970; M.S.N., 1983; (RN).
- Parker, Barbara J., Assistant Professor of Nursing (Psychiatric Nursing), B.S., University of Illinois, 1968; M.S., University of Maryland, 1972; (RN).
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- Perry, Lesley, Chairperson, Senior Year and Assistant Professor (Pediatric Nursing), B.S.N., Roberts Wesleyan College, 1966; M.S., Boston University, 1969; Ph.D., University of Maryland, 1982; (RN).
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- Rankin, Elizabeth, Assistant Professor of Nursing (Psychiatric Nursing), B.S.N., University of Maryland, 1970; M.S., 1972; Ph.D., 1979; (RN).
- Rapson, Mary, Acting Associate Dean, Undergraduate Studies and Assistant Professor, B.S., University of Maryland, 1961; M.S., 1967; Ph.D., 1980; (RN).
- Rawlings, Norma R., Assistant Professor of Nursing (Maternity Nursing), B.S., Winston-Salem University, 1964; M.S., University of Maryland, 1968; (RN).
- Robinson, Lisa, Professor Psychiatric Nursing (Graduate Program), B.S., American University, 1961; M.S., University of Maryland, 1965; Ph.D., 1970; (RN).
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- Seff, Sandra, Assistant Professor (Maternity Nursing), B.S., Johns Hopkins University, 1973; M.P.H., 1976; Dr.P.H., 1982; (RN).

- Shelley, Sonya I., Professor, Center for Research, B.S., University of Wisconsin, 1958; M.Ed., University of Maryland, 1971; Ph.D., 1973.
- Shubkagel, Betty L., Professor of Medical-Surgical Nursing (Graduate Program), B.S., University of Maryland, 1954; M.N., Emory University, 1957; Ph.D., University of Maryland, 1976; (RN).
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- Strickland, Ora, Associate Professor of Nursing (Graduate Program), B.S., North Carolina Agricultural and Technical State University, 1970; M.S., Boston University, 1972; Ph.D., University of North Carolina at Greensboro, 1977; (RN).
- Sullivan, Patricia A., Assistant Professor, Career Development (Graduate Program), B.S., Mount St. Mary College, 1965; B.S.N., St. Anselm College, 1970; M.S., Boston University, 1972; S.M., Harvard University, 1977; Sc.D., 1981; (RN).
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- Thomas, Sue, Associate Professor of Medical-Surgical Nursing (Graduate Program), B.S., University of Maryland, 1969; M.S., 1972; Ph.D., 1979; (RN).
- Townsend, Carleen, Instructor (Pediatric Nursing), B.S.N., Marymount College of Virginia, 1981; M.S., University of Maryland, 1984; (RN).
- Ulione, Margaret S., Instructor of Nursing (Family Health Nursing), B.S.N., Columbia University, 1975; M.S.N., University of Akron, 1981; (RN).
- Uphold, Constance R., Instructor of Nursing (Family Health Nursing), B.S.N., Pennsylvania State University, 1973; M.S., 1979; (RN).
- Vida, Patricia, Instructor (Medical-Surgical Nursing), B.S., Boston College, 1973; M.S., 1975; (RN).
- Walker, Marcus L., Acting Chairperson and Associate Professor of Medical-Surgical Nursing (Graduate Program), B.S., Teachers College, Columbia University, 1957; M.S., 1959; M.P.H., Johns Hopkins University, 1972; Sc.D., 1976; (RN).
- Waltz, Carolyn F., Coordinator for Evaluation and Professor of Nursing (Graduate Program), B.S., University of Maryland, 1963; M.S., 1968; Ph.D., University of Delaware, 1975; (RN).
- Ward, Catherine E., Assistant Professor of Psychiatric Nursing (Graduate Program), B.S., Johns Hopkins University, 1954; M.S., Boston University, 1962; (RN).
- Wesley, Ruby, Instructor (Medical-Surgical Nursing), B.S.N., Wayne State University, 1974; M.S., 1977; (RN).
- Wilson, Leslie S., Instructor of Nursing (Medical-Surgical Nursing), B.S.N., Humboldt State College, 1973; M.S., University of Massachusetts, 1977; (RN).
- Wimbush, Frances, Instructor of Nursing (Medical-Surgical Nursing), B.S.N., University of Maryland, 1976; M.S., 1979; (RN).
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+ Joint appointment with another department.

Statement of Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity

Preamble

At the heart of the academic enterprise are learning, teaching, and scholarship. In universities these are exemplified by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. In the traditions of the academic enterprise, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the university and the student, they are nevertheless conventions which the university believes to be central to the learning and teaching process.

Faculty Rights and Responsibilities

1. Faculty shall share with students and administration the responsibility for academic integrity.
2. Faculty are accorded freedom in the classroom to discuss subject matter reasonably related to the course. In turn they have the responsibility to encourage free and honest inquiry and expression on the part of students.
3. Faculty are responsible for the structure and content of their courses, but they have responsibility to present courses that are consistent with their descriptions in the university catalog. In addition, faculty have the obligation to make students aware of the expectations in the course, the evaluation procedures, and the grading policy.
4. Faculty are obligated to evaluate students fairly and equitably in a manner appropriate to the course and its objectives. Grades shall be assigned without prejudice or bias.
5. Faculty shall make all reasonable efforts to prevent the occurrence of academic dishonesty through the appropriate design and administration of assignments and examinations, through the careful safeguarding of course materials and examinations, and through regular reassessment of evaluation procedures.
6. When instances of academic dishonesty are suspected, faculty shall have the right and responsibility to see that appropriate action is taken in accordance with university regulations.

Student Rights and Responsibilities

1. Students shall share with faculty and administration the responsibility for academic integrity.
2. Students shall have the right of inquiry and expression in their courses without prejudice or bias. In addition, students shall have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
3. Students shall have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
4. Students shall have the right to be evaluated fairly and equitably in a manner appropriate to the course and its objectives.
5. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such assistance as may be specified or approved by the instructor is allowed.
6. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
7. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

Institutional Responsibility

1. Campuses or appropriate administrative units of the University of Maryland shall take appropriate measures to foster academic integrity in the classroom.
2. Campuses or appropriate administrative units shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students guilty of acts of academic dishonesty.
3. Campuses or appropriate administrative units shall take steps to determine how admission or matriculation shall be affected by acts of academic dishonesty on another campus or at another institution. No student suspended for disciplinary reasons at any campus of the University of Maryland shall be admitted to any other University of Maryland campus during the period of suspension.

(Adopted May 8, 1981, by the Board of Regents)

The University of Maryland Position on Acts of Violence and Extremism Which Are Racially, Ethnically, Religiously or Politically Motivated

The Board of Regents strongly condemns criminal acts of destruction or violence against the person or property of others. Individuals committing such acts at any campus or facility of the university will be subject to swift campus judicial and personnel action, including possible expulsion or termination, as well as possible state criminal proceedings.

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. The university reserves the right to change a provision or requirement at any time within the student's term of residence. The university further reserves the right, at any time, to ask a student to withdraw when it considers such action to be in the best interests of the university.

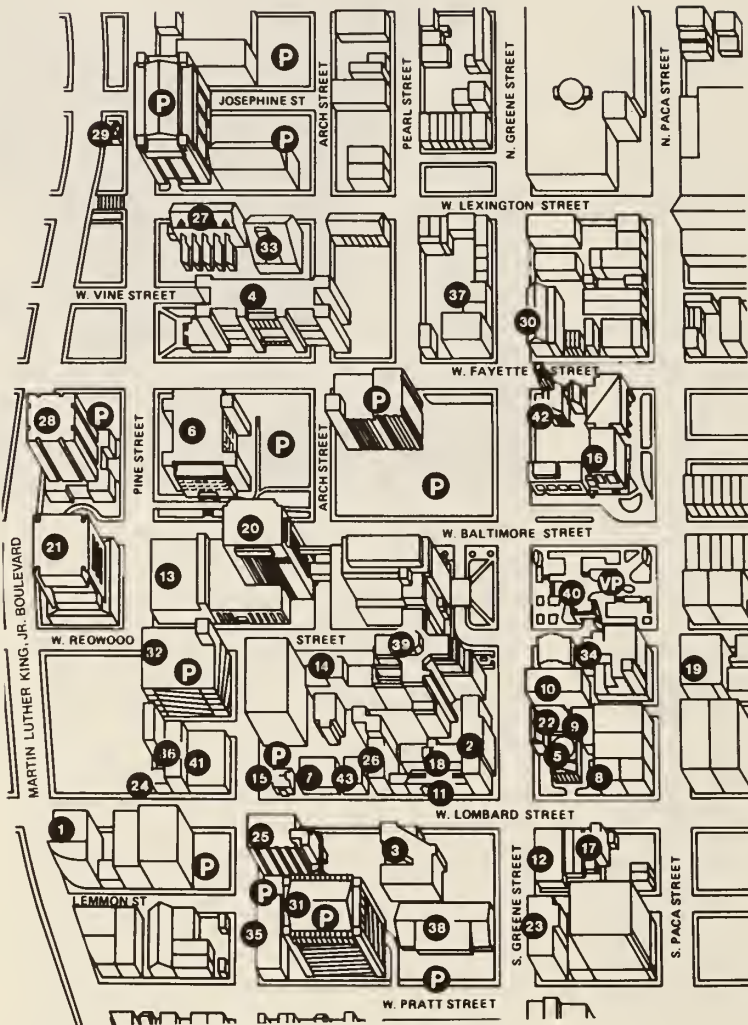


The University of Maryland School of Nursing is an affirmative action, equal opportunity institution. It adheres to all federal and state laws and regulations on discrimination regarding race, color, religion, age, national origin or sex. It adheres to all federal and state laws and regulations on non-discrimination regarding physical or mental handicap.

Students are considered for admission to the University of Maryland School of Nursing without regard to race, color, creed or sex. It is the objective of the school to enroll students with diversified backgrounds in order to make the educational experience more meaningful for each individual.

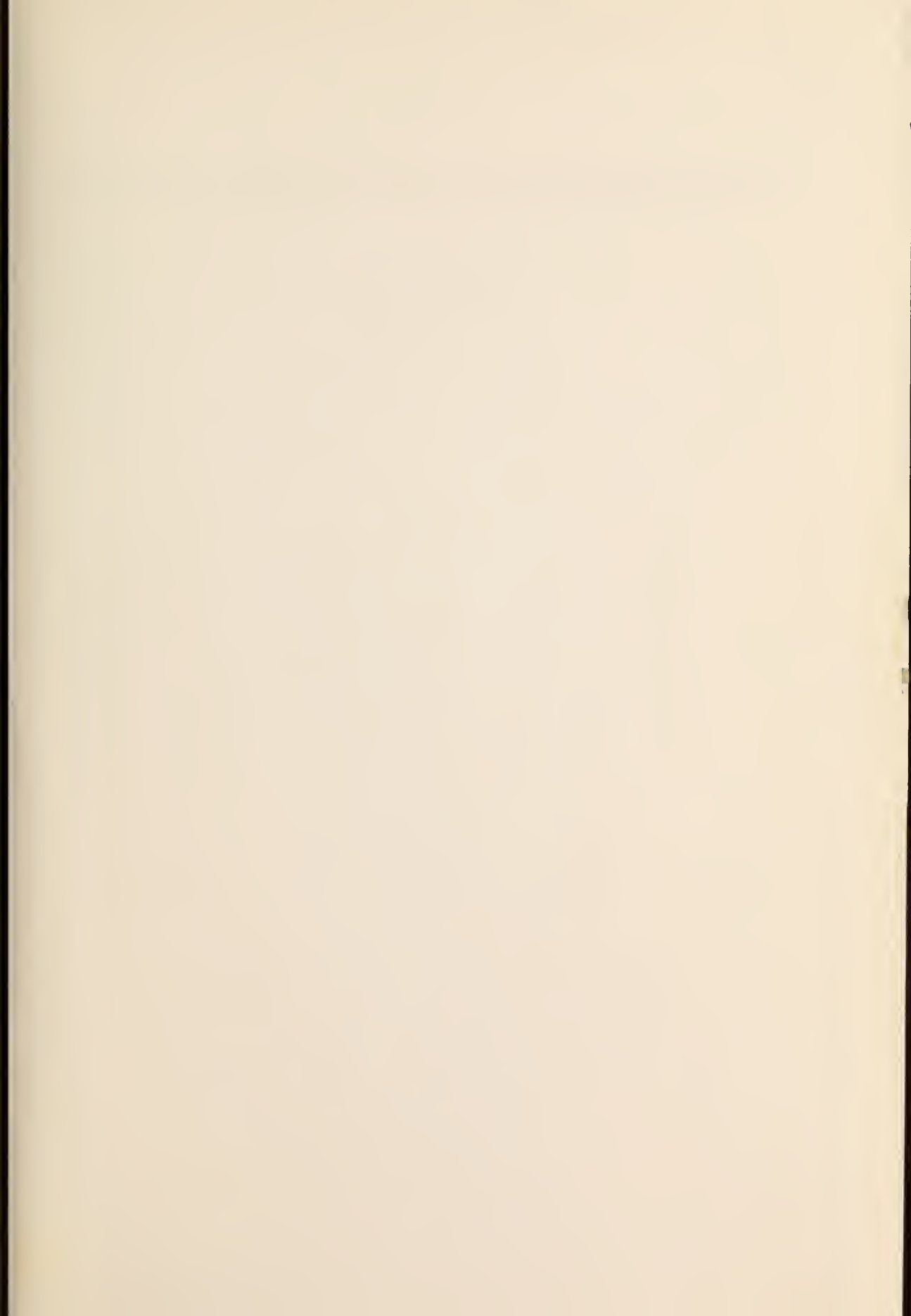
CAMPUS MAP

University of Maryland at Baltimore



University & Campus-Related Buildings

- Administration Building
737 W. Lombard St.
- Allied Health Professions Building
32 S. Greene St.
- Baltimore Student Union
621 W. Lombard St.
- (Walter P.) Carter Center*
630 W. Fayette St.
- Davidge Hall
522 W. Lombard St.
- Dental School
Hayden Harris Hall
666 W. Baltimore St.
- Dunning Hall
636 W. Lombard St.
- East Hall
520 W. Lombard St.
- Gray Laboratory
520 W. Lombard St.
- Greene Street Building
29 S. Greene St.
- Health Sciences Building
610 W. Lombard St.
- Health Sciences Library
111 S. Greene St.
- Howard Hall
660 W. Redwood St.
- Institute of Psychiatry and Human Behavior
645 W. Redwood St.
- Kelly Memorial Building
650 W. Lombard St.
- Law School, Lane Hall
500 W. Baltimore St.
- Lombard Building
511 W. Lombard St.
- Maryland Institute for Emergency Medical Services Systems Shock/Trauma Center
22 S. Greene St.
- Medical Faculty Foundation Diagnostic Center*
419-421 W. Redwood St.
- Medical School
Frank C. Bressler Research Building
655 W. Baltimore St.
- Medical School Teaching Facility
10 S. Pine St.
- Medical Technology
31 S. Greene St.
- Methadone Program*
121 S. Greene St.
- Neuman Center*
712 W. Lombard St.
- Nursing School
655 W. Lombard St.
- Parsons Hall
622 W. Lombard St.
- Pascault Row
651-655 W. Lexington St.
- Pharmacy Hall
20 N. Pine St.
- Pine Street Station
210 N. Pine St.
- Poe School
520 W. Fayette St.
- Pratt Street Garage and Athletic Facility
646 W. Pratt St.
- Redwood Hall
721 W. Redwood St.
- Ronald McDonald House*
635 W. Lexington St.
- School of Social Work and Community Planning
525 W. Redwood St.
- State Medical Examiner's Building*
111 Penn St.
- Storage Building
710 W. Lombard St.
- Tuerk House
106 N. Greene St.
- University Health Center
120 S. Greene St.
- University of Maryland Medical System
22 S. Greene St.
- University Plaza and Garage
Redwood and Greene Sts.
- Western Health Center*
700 W. Lombard St.
- Westminster Hall*
515 W. Fayette St.
- Whitehurst Hall
624 W. Lombard St.



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Reference Department
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